

UTAH MIGRANT EDUCATION PROGRAM

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY REPORT *February 2013*

**Educational Research & Training Corporation
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UTAH MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT 2013

Summary Report Educational Research & Training Corporation

Introduction

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs. The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 50 percent of migrant students are not proficient in reading, or 30 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the State's measurable outcomes and performance targets. . . .

SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

The SEA's comprehensive State plan for service delivery is the basis for the use of all MEP funds in the State. . . .

Each state is required by the U. S. Office of Migrant Education to implement a current comprehensive needs assessment of migrant education programs. The purpose of the needs assessment is to target service delivery as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Educational Research & Training Corporation (ERTC) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ERTC also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The CNA committee met on November 30, 2012 in Salt Lake City, Utah to review and revise the concern statements for the comprehensive needs assessment. The original CNA committee consists of

representation from the Utah Department of Education Title I and Homeless Education, Migrant Education Recruiters, District and School Administrators, Community stake holder representatives, and parents. The concern statements identified by the CNA Committee are as follows:

1. We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.
2. We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.
3. We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.
4. We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

These concern statements were used to guide the CNA process. The results and the conclusions included in this report are provided to the Utah Migrant Education Program and the CNA Committee to facilitate the development of recommendations and measurable program outcomes for service delivery in the state of Utah to best meet the needs of migrant students.

Implementation of the Process

Following the revision of the concern statements, local migrant program directors were asked to assist in the identification of key data sources and processes to investigate each of the concerns. ERTC was charged with developing strategies to collect data that would result in a valid needs assessment. However, it was critical, due to the time constraints of local programs and staff limitations, that the process be as efficient to implement as possible. ERTC created the following strategies to facilitate the investigation of needs related to the concern statements:

- a. In order to investigate the concern statements regarding migrant student needs to enhance proficiency in language arts and the graduation and retention rate, ERTC developed a data collection format in which teachers could rate individual student proficiency kindergarten through 12th grade in relation to skills identified in Utah state standards (see Appendix A for sample of data collection forms). The data collection format also includes demographic data on students, English language proficiency test scores, state assessment scores

(when available) as well as ratings of student work. The data is also used to identify migrant students who are at-risk of educational failure. The data is collected on hard copy forms by teachers and then inputted into the MAPS online software program by local migrant program staff. Data was also collected to identify student needs through a survey of administrative staff for local Utah migrant programs. Finally data was collected to identify student needs as part of two surveys of migrant parents and onsite parent interviews. The surveys were administered in both English and Spanish. This data was also included as part of the CNA analysis to help identify reading needs for Utah migrant students.

- b. In order to investigate the second concern statement ERTC developed a form to assess student needs in mathematics. The data collection format targeted a body of evidence to include state assessment scores, teacher ratings of proficiency in relation to Utah state content standards, as well as English language proficiency assessment scores. This data collection format was designed to be completed for each individual migrant student by teachers. These data collection forms also provide basic demographic information on students such as grade level, school and teacher information, and migrant identification number (see Appendix A for sample of data collection forms). Data was also collected to identify student needs through a survey of administrators of local Utah migrant programs. In addition data was collected to identify student needs in math as part of two surveys of migrant parents and onsite parent interviews. The surveys were administered in both English and Spanish. This data was also included as part of the CNA analysis to help identify math needs for Utah migrant students.
- c. In order to investigate the concern statement regarding the needs of ELL migrant students it data was collected on UAPLA test scores for ELL students in order to analyze the impact of English language proficiency on reading and math achievement. Data was also collected to identify student ELL needs through a survey of administrators. Finally, data was collected to identify student needs related to English language proficiency as part of two surveys of migrant parents and onsite parent interviews. The surveys were administered in both English and Spanish.
- d. In order to investigate the concern statement regarding health and the need for other services for families and students may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content two surveys of parents were developed and administered (see Appendix A for sample of parent/community survey). The surveys were administered in both English and Spanish. Onsite interviews were also conducted with parents.

The data collection formats were reviewed and discussed with the state director and the local migrant program directors to insure that data was collected using consistent,

reliable, and valid methodology. All Utah migrant programs were provided electronic copies of all survey forms. Each migrant program was required to distribute the survey instruments to all teachers of migrant students in the fall of 2012. Teachers were asked to collect data on all migrant students. The data was forwarded to the local program records clerks for input into the MAPS system. The survey of parents was completed by during the summer and fall of 2012.

CNA Analysis and Results

Concern Statement 1: We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

Analysis: Data forms to assess reading needs were collected for 1158 students over the fall of 2012. In addition, for students who took the English language proficiency assessment (UAPLA), their scores were included. State assessment scores were not available for most students (only 17 students of 1158 had state assessment scores). However, teachers were asked to rate student proficiency according to grade level across all Utah state content standards in language arts using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were surveyed by teachers at grade levels Pre K-12 and OSY.

CNA Data: Number of Students Assessed By Grade Level (N = 1158)

Grade Level	Total Students Assessed
Pre-school	149
Kindergarten	111
1st Grade	100
2nd Grade	98
3rd Grade	87
4th Grade	75
5th Grade	93
6th Grade	81
7th Grade	76
8th Grade	66
9th Grade	61
10th Grade	60
11th Grade	43
12th Grade	42
OSY	16

A critical piece of the CNA is to identify the needs of at-risk students. For the purposes of this analysis, surveyed students were considered to be at-risk in language arts if they averaged less than a 3.0 rating on Utah language arts standards (3.0 = proficient in the standards). Based on these criteria, there were 392 students at-risk academically in language arts identified out of the 559 total with teacher ratings in language arts (70% of total students with ratings). All 392 at-risk students in language arts were assessed as part of the comprehensive needs assessment. Teachers were asked to rate student proficiency for all students across all language arts standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for priority for service at-risk students in language arts Grades K-12 was 1.92 (less than basic).

MAPS Data: Number of At-Risk Students By Grade: Language Arts

Grade Level	Total At-Risk Students	Average Proficiency
Kindergarten	44	1.96
1st Grade	51	1.75
2nd Grade	53	2.00
3rd Grade	51	1.96
4th Grade	40	1.97
5th Grade	47	1.94
6th Grade	42	1.72
7th Grade	15	1.91
8th Grade	10	1.80
9th Grade	08	2.33
10th Grade	14	1.93
11th Grade	13	2.13
12th Grade	04	2.00

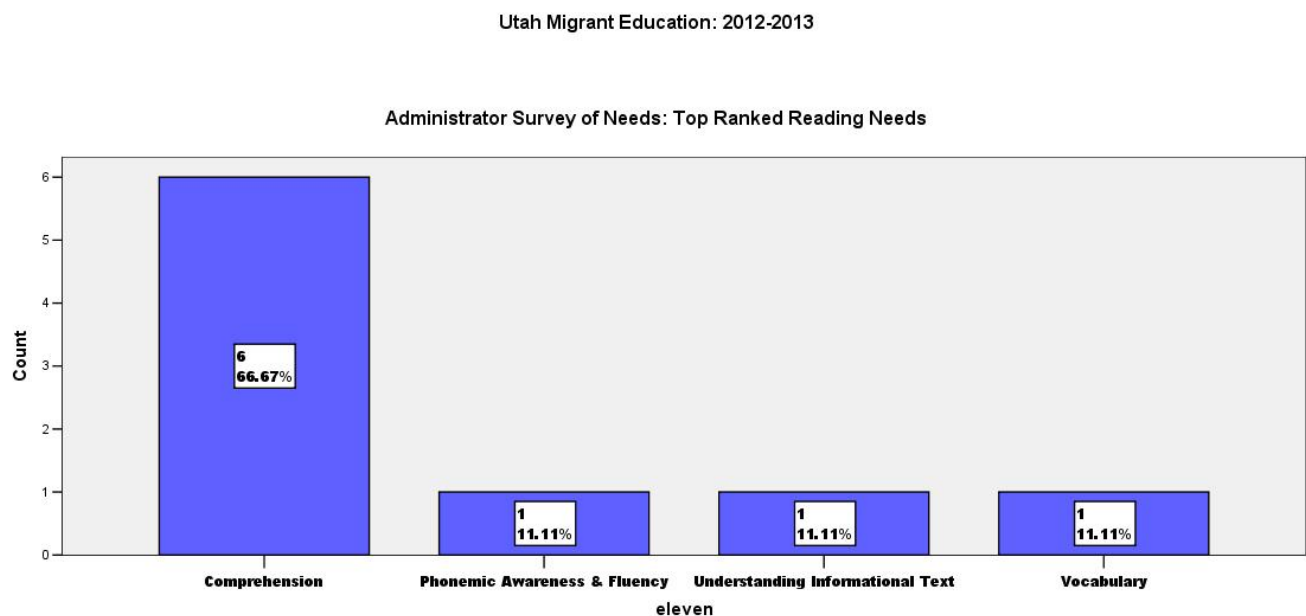
In terms of skills teachers rated the highest academic reading needs for K-12 at-risk migrant students in Utah to be as follows:

Highest Areas of Need in Reading: At-Risk Migrant Students

Highest Areas of Need	Average Rating
Writing (Grades K-6)	1.69
Comprehension (Grades K-6)	1.75
Acquisition of vocabulary (Grades K-6)	1.77

It is also important to note that there is a direct correlation between limited English proficiency and language arts proficiency. UAPLA scores correlated with teacher ratings in language arts (Spearman correlation) significant at the .05 level. This implies that reading proficiency as rated by teachers is directly related to English language proficiency.

A survey was completed to assess migrant student's needs by 8 migrant program administrators in Utah. The survey results indicated that the second highest overall need for migrant students in Utah were missing foundational skills in reading. Survey data broken down indicated that the highest need in reading is instruction in comprehension.



Finally the survey of parents and onsite interviews with parent indicated the need to improve reading skills as the highest academic need for all Utah migrant students.

Concern Statement 2: We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.

Analysis: Data forms to assess math needs were collected for 1158 students. Data included student migrant identification number and grade level. In addition, for students who took the English language proficiency assessment (UAPLA), their scores were included. State assessment scores were not available for most students, however, teachers were asked to rate student proficiency in math according to grade level across all Utah state content standards in math using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were surveyed by teachers at grade levels Kindergarten - Grade 12.

A critical piece of the CNA is to identify the needs of at-risk students academically in math. For the purposes of this analysis, surveyed students were considered to be at-risk if they averaged less than a 3.0 on Utah math standards (3.0 = proficient in the standards). Based on these criteria, there were 310 at-risk students identified out of the 457 total with teacher ratings recorded in mathematics (67% of total students with math ratings). Teachers were asked to rate student proficiency for all students across all math standards. Based on the 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for priority for service at-risk students in math Grades K-12 was 1.83 (less than basic).

MAPS Data: Number of At-Risk Students By Grade: Math

Grade Level	Total At-Risk Students	Average Proficiency
Kindergarten	32	1.85
1st Grade	43	1.80
2nd Grade	42	1.95
3rd Grade	43	1.87
4th Grade	40	2.02
5th Grade	39	1.64
6th Grade	45	1.87
7th Grade	02	1.10
8th Grade	15	1.61
9th Grade	05	1.32
10th Grade	01	1.00
11th Grade	01	2.00
12th Grade	02	2.00

In terms of skills teachers rated the highest academic math needs for migrant students K-12 to be as follows:

Highest Areas of Need in Math: At-Risk Migrant Students*

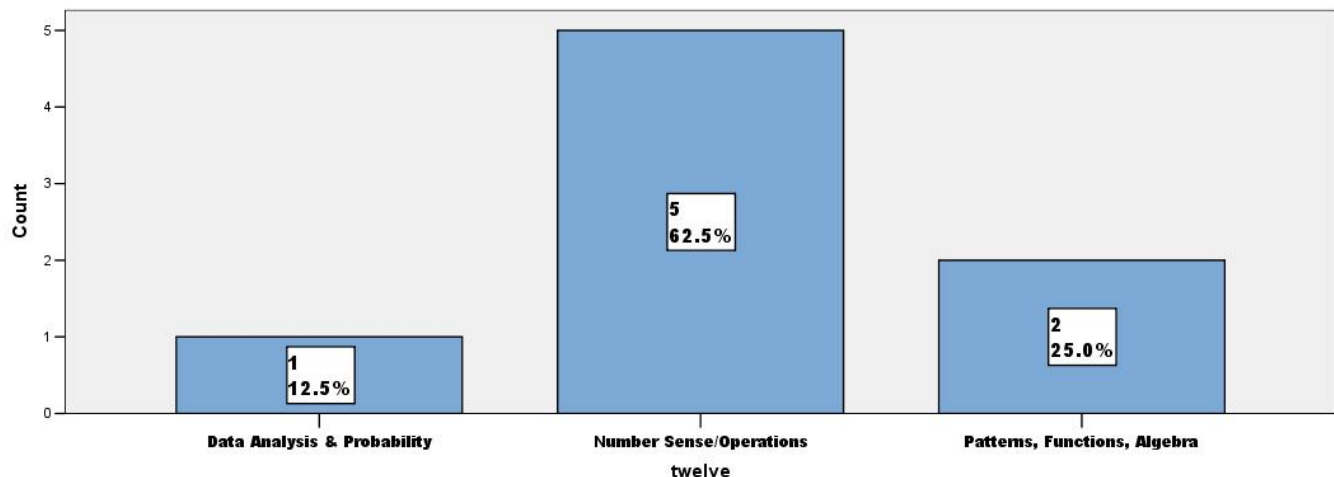
Highest Areas of Need	Average Rating
7 th Grade Math (Grades 7-12)	1.53
Data analysis and probability (Grades K-6)	1.72
Measurement (Grades K-6)	1.74

*Secondary Algebra 1, Algebra 2, and Geometry had lower overall ratings but so few students took these courses that these ratings were not valid indicators of need.

A survey was completed to assess migrant student's needs by 8 migrant program administrators in Utah. The survey results indicated that the fourth highest overall need for migrant students in Utah were missing foundational skills in math. Survey data broken down indicated that the highest needs in math were missing skills in number sense and patterns, functions and algebra.

Utah Migrant Education: 2012-2013

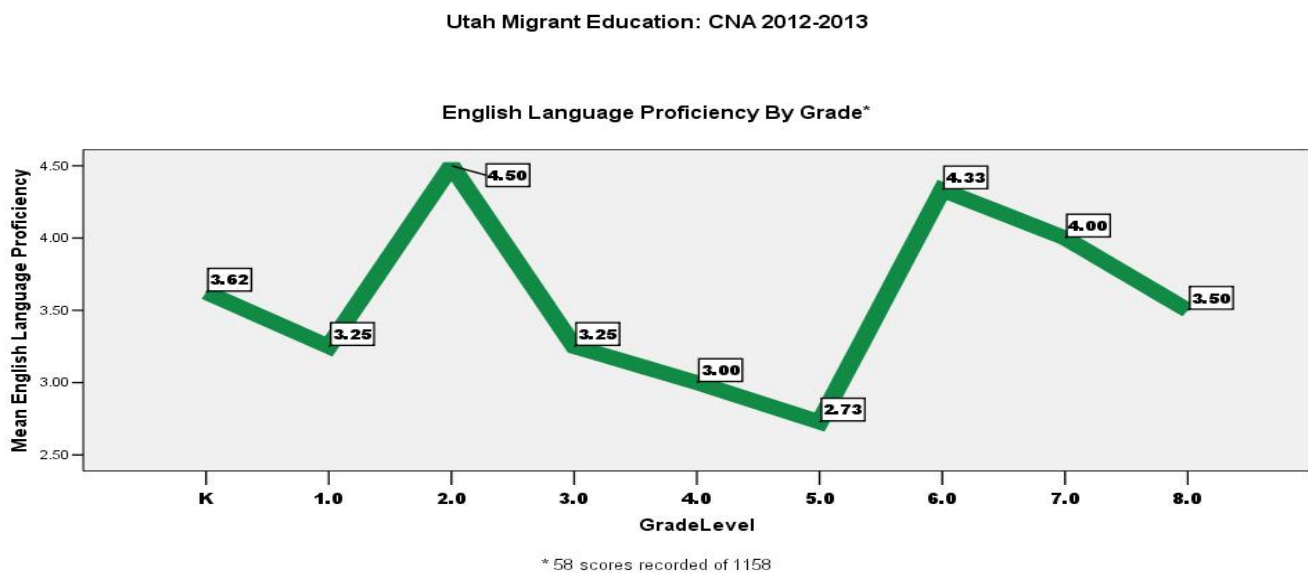
Administrator Survey of Needs: Top Ranked Math Needs



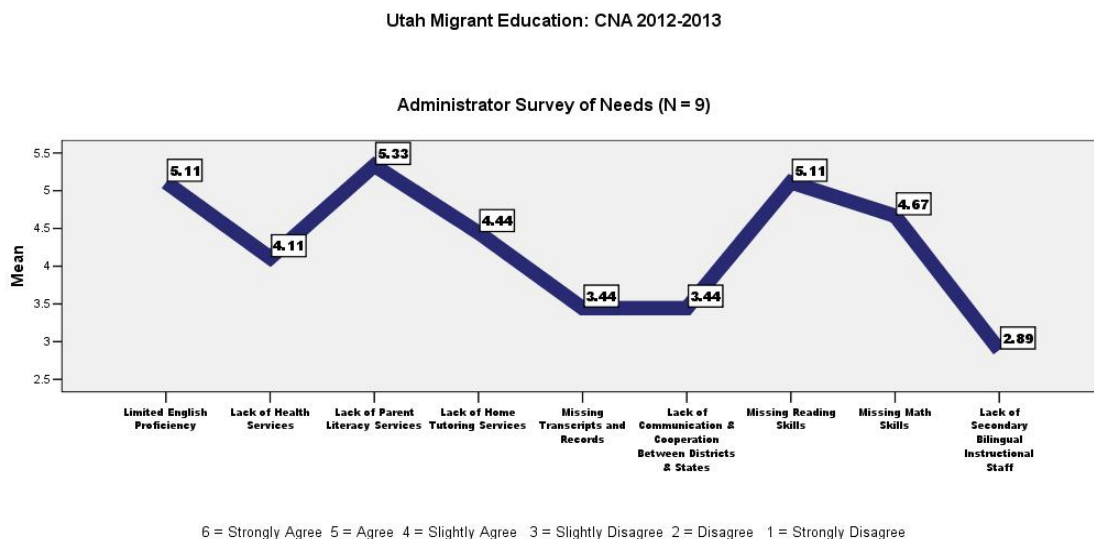
Finally the survey of parents and the onsite parent interviews indicated the need to improve math skills as a high academic need for all Utah migrant students.

Concern Statement 3: We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.

Analysis: The UAPLA scores showed students moving toward proficiency in English language proficiency in grades 2, 6, and 7. Only 58 UAPLA scores were reported out of 1158 total students the results may not be a valid indicator of proficiency. However, **629** students were reported as limited English proficient in the data.



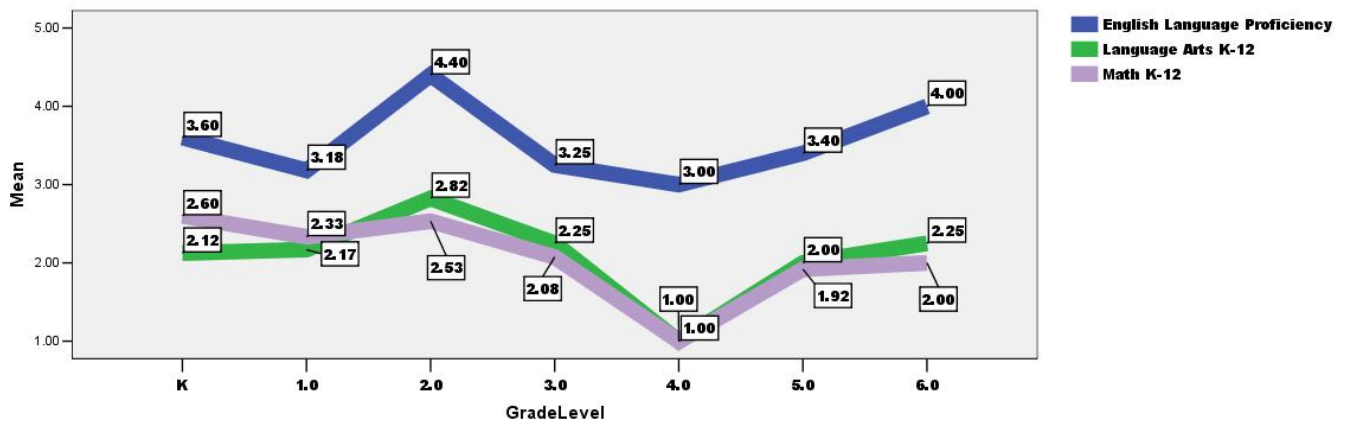
The administrator survey of 9 of the 15 Utah migrant programs indicated that limited English proficiency was one the highest needs of Utah migrant students.



The UAPLA scores correlate at the .05 level of significance with teacher ratings of proficiency in both language arts. The higher a students' level of English language proficiency the higher on the average will his/her proficiency in language arts be ranked. They was no correlation for UAPLA scores and math proficiency.

Utah Migrant Education: CNA 2012-2013

Comparison of English Language, Language Arts and Math Proficiency By Grade Level: All Students



UAPLA Scores: 1 = Non English Speaking - 5 = English Fluent

CRT Rubric Scores: 4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Overall content skill needs for limited English proficient students were similar to those of all academically at-risk students.

English Language Learners (ELL) Migrant Student Needs K-12: Reading (N = 629)

Highest Areas of Need

Average Rating

Writing (Grades 7-12)

1.73

Writing (K-6)

1.96

Comprehension (K-6)

1.97

English Language Learners (ELL) Migrant Student Needs K-6: Math (N = 629)

Highest Areas of Need	Average Rating
Data & Probability (Grades K-6)	1.99
Measurement (Grades K-6)	2.04

Concern Statement 4: We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

Analysis: Two parent surveys were completed. The first survey was administered and completed by 39 migrant parents of Utah migrant students across four Migrant Education programs statewide. The survey was provided in both English and Spanish. Parents were asked to respond to a variety of issues related to this concern statement in order to identify high need areas. The chart on the following page illustrates results.

Parent Survey Responses (N = 39)

Potential Area of Need	Rating 1-10 (Strongly Disagree – Strongly Agree)
1. Does your child(ren) need help to improve their reading skills?	9.03
2. Does your child(ren) need help to improve their math skills?	8.97
3. Does your child(ren) need help to improve their English language skills?	8.49
4. Does your child(ren) need health screening services?	8.56
5. Does your child(ren) need dental screening services?	9.22
6. Will your child(ren) need meals to be provided as part of the migrant program ?	8.86
7. Will your child(ren) need busing(transportation) to the program?	8.75
8. Does your child(ren) have a disability?	6.73
9. Does your child(ren) need to participate in high school classes?	8.36
10. Does your child(ren) need to feel more comfortable in school?	1.41
11. Do you need information from school in a language that you understand?	9.15

The top three academic needs for students, according to parents, match the concern statements identified by the CNA committee (i.e. the need to improve reading and math, skills). The top two needs for other services as identified by parents are: 1. Need for dental screening. and 2. A need to provide information from the school in a language that the parent can understand. These needs are broken into two different categories (academic and other services) because the survey questions need to be refined to clarify more accurately which of these services is considered the highest need by parents (e.g. questions regarding health and dental screening should be phrased “Is the lack of health services or dental services a barrier to your child’s success in reading and/or math). This was further clarified in onsite interviews with parents at both Nebo school district (14 parents) and in Logan school district (22 parents). The onsite interviews revealed that parents considered the need to improve reading and math skills as the highest need of the migrant program.

The second survey was developed and completed by Nebo school district. The data from the results was provided to ERTC to assist with this comprehensive needs assessment. The Nebo parent survey was administered to 74 parents. The Nebo results indicated that 66% of parents felt the migrant program facilitated ‘much’ improvement in reading and math for their children. Thirty-two percent of parents felt Nebo Health Fair was worth their time with thirty-six percent of those parents not attending because ‘they did not feel the need’.

Summary:

1. The overall assessment of needs in relation to concern statement 1 (priority for services migrant students are not achieving proficiency in language arts) indicated that the need to increase literacy skills in general is the highest overarching need for Utah migrant students of all. **Highest needs in language arts were identified in the data were: 1. Writing (Grades K-6); 2. Comprehension (Grades K-6); and 3. Acquisition of vocabulary (Grades K-6).** Finally it is clear that the lack of English language proficiency is significantly impacting language arts achievement.
2. The overall assessment of needs in relation to concern statement 2 (priority for services migrant students are not achieving proficiency in math) indicated that priority for service migrant students need most assistance in: **1. 7th Grade Math (Grades 7-12); 2. Data analysis and probability (Grades K-6); and 3. Measurement (Grades K-6).**
3. The overall assessment of needs in relation to concern statement 3 (English language proficiency impacting academic achievement) indicated the lack of English language proficiency is significantly impacting achievement in both reading and math at all grade levels. For ELL students the highest areas of need in language arts and math are similar to the skill areas identified for students at-risk academically as cited in 1 and 2 above.
4. The overall assessment of needs in relation to concern statement 4 (other issues such as health and the need for other services for families and students may be affecting the ability of migratory children to effectively participate in school and achieve proficiency in core content) indicated two key academic areas of need: **1. The need to improve reading skills; and 2. The need to improve math skills;** The parents survey also identified two other key areas of need for other or additional services in relation to the summer migrant program: **1. Dental screening; and 2. Information to parents in a language they understand.**

Conclusion

This report is submitted to the State Migrant Director and the Utah CNA committee for review. The purpose of this report is to provide the State and the CNA committee with the data and analysis necessary to form recommendations regarding the service delivery plan for migrant education in the State of Utah. These recommendations should be used to formulate measurable program outcomes to meet the needs of priority for service migrant students (as required by the U.S. Office of Migrant Education). The measurable outcomes (based on the comprehensive needs assessment and the recommendations) are to be used to *evaluate* the impact and effectiveness of the Utah Migrant Program to meet the needs of migrant students. The recommendations and measurable outcomes should be included in the Utah Service Delivery Plan. All migrant programs nationally will be evaluated from this point onward using this continuous improvement system.

Appendix A

Data Collection Forms

Administrator: ____
Teacher: ____

Utah Migrant Student Needs Administrator / Teacher Survey 2012

District: _____ Grade Level (Circle one): Elementary Middle School High School

Directions: Please complete the following survey form and return it to your local Migrant Program Director or the State Office of Migrant Education.



Issues related to Achievement, School Retention and Graduation	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. A significant barrier for Migrant students is a lack of English language proficiency.						
2. A significant barrier for Migrant students to achievement is lack of health services to assist students.						
3. A significant barrier to achievement for Migrant students is lack of services to facilitate parent literacy.						
4. A significant barrier to graduation for Migrant students is lack of comprehensive home tutoring services.						
5. A significant barrier to graduation for Migrant students is missing or late transcripts, records and credit accrual information.						
6. A significant barrier to graduation for Migrant students is a lack of communication and/or cooperation between school districts and states.						
7. A significant barrier to graduation for Migrant students is missing critical foundational skills in reading.						
8. A significant barrier to graduation for Migrant students is missing critical foundational skills in math.						
9. A significant barrier to graduation for Migrant students is a lack of bilingual instructional staff at the secondary level.						
10. Please rank order the top three barriers to achievement for migrant students from the nine issues listed above (rank by numbers 1 through 9): First: _____ Second: _____ Third: _____						
11. Which reading skill do migrant students need assistance with most (circle one)? Phonemic Awareness & Fluency Vocabulary Comprehension Understanding Informational Text Understanding Literary Text						
12. Which math skill do migrant students need assistance with most (circle one)? Number Sense / Operations Measurement Geometry Patterns, Functions, Algebra Data Analysis /Probability						
13. Are there other significant academic barriers to achievement for migrant students?						

ERTC 2012

**EVALUACION COMPLETA DE NECESIDADES MIGRANTES DE UTAH
APORTE DE LA COMUNIDAD 2012**

**La información de abajo es solo para la escuela de verano de migrantes grados K-12*

Locación: _____

	POR FAVOR, CIRCULA EL NUMERO DE ABAJO QUE MEJOR REFLEJA TUS SENTIMIENTOS										
	Totalmente de acuerdo					Totalmente desacuerdo					No Aplica (N/A)
1. ¿Necesita su hijo ayuda para mejorar sus habilidades de lectura?	10	9	8	7	6	5	4	3	2	1	N/A
2. ¿Necesita su hijo ayuda para mejorar sus habilidades matemáticas?	10	9	8	7	6	5	4	3	2	1	N/A
3. ¿Necesita su hijo ayuda para mejorar sus habilidades en el idioma inglés?	10	9	8	7	6	5	4	3	2	1	N/A
4. ¿Necesita su hijo servicios médicos?	10	9	8	7	6	5	4	3	2	1	N/A
5. ¿Necesita su hijo servicios dentales?	10	9	8	7	6	5	4	3	2	1	N/A
6. ¿Necesitará su hijo recibir alimentos como parte del programa migratorio?	10	9	8	7	6	5	4	3	2	1	N/A
7. ¿Necesitará su hijo transportación el programa?	10	9	8	7	6	5	4	3	2	1	N/A
8. ¿Tiene su hijo una discapacidad?	10	9	8	7	6	5	4	3	2	1	N/A
9. ¿Necesita su hijo participar en clases de preparatoria?	10	9	8	7	6	5	4	3	2	1	N/A
10. ¿Se siente cómodo su hijo en la escuela?	10	9	8	7	6	5	4	3	2	1	N/A
11. ¿Necesita información de la escuela en un idioma que usted entiende?	10	9	8	7	6	5	4	3	2	1	N/A

¿Qué cosas específicas quiere usted que el Programa de Educación Migrante de Utah le provee para ayudar a su hijo?

UTAH MIGRANT COMPREHENSIVE NEEDS ASSESSMENT
COMMUNITY INPUT 2012

Location/District _____

	PLEASE CIRCLE BELOW THE NUMBER THAT FITS BEST										
	Strongly Agree ----- Strongly Disagree										Does Not Apply
1. Does your child(ren) need help to improve their reading skills?	10	9	8	7	6	5	4	3	2	1	N/A
2. Does your child(ren) need help to improve their math skills?	10	9	8	7	6	5	4	3	2	1	N/A
3. Does your child(ren) need help to improve their English language skills?	10	9	8	7	6	5	4	3	2	1	N/A
4. Does your child(ren) need health screening services?	10	9	8	7	6	5	4	3	2	1	N/A
5. Does your child(ren) need dental screening services?	10	9	8	7	6	5	4	3	2	1	N/A
6. Will your child(ren) need meals to be provided as part of the migrant program?	10	9	8	7	6	5	4	3	2	1	N/A
7. Will your child(ren) need busing(transportation) to the program?	10	9	8	7	6	5	4	3	2	1	N/A
8. Does your child(ren) have a disability?	10	9	8	7	6	5	4	3	2	1	N/A
9. Does your child(ren) need to participate in high school classes?	10	9	8	7	6	5	4	3	2	1	N/A
10. Does your child(ren) feel comfortable in school?	10	9	8	7	6	5	4	3	2	1	N/A
11. Do you need information from school in a language that you understand?	10	9	8	7	6	5	4	3	2	1	N/A

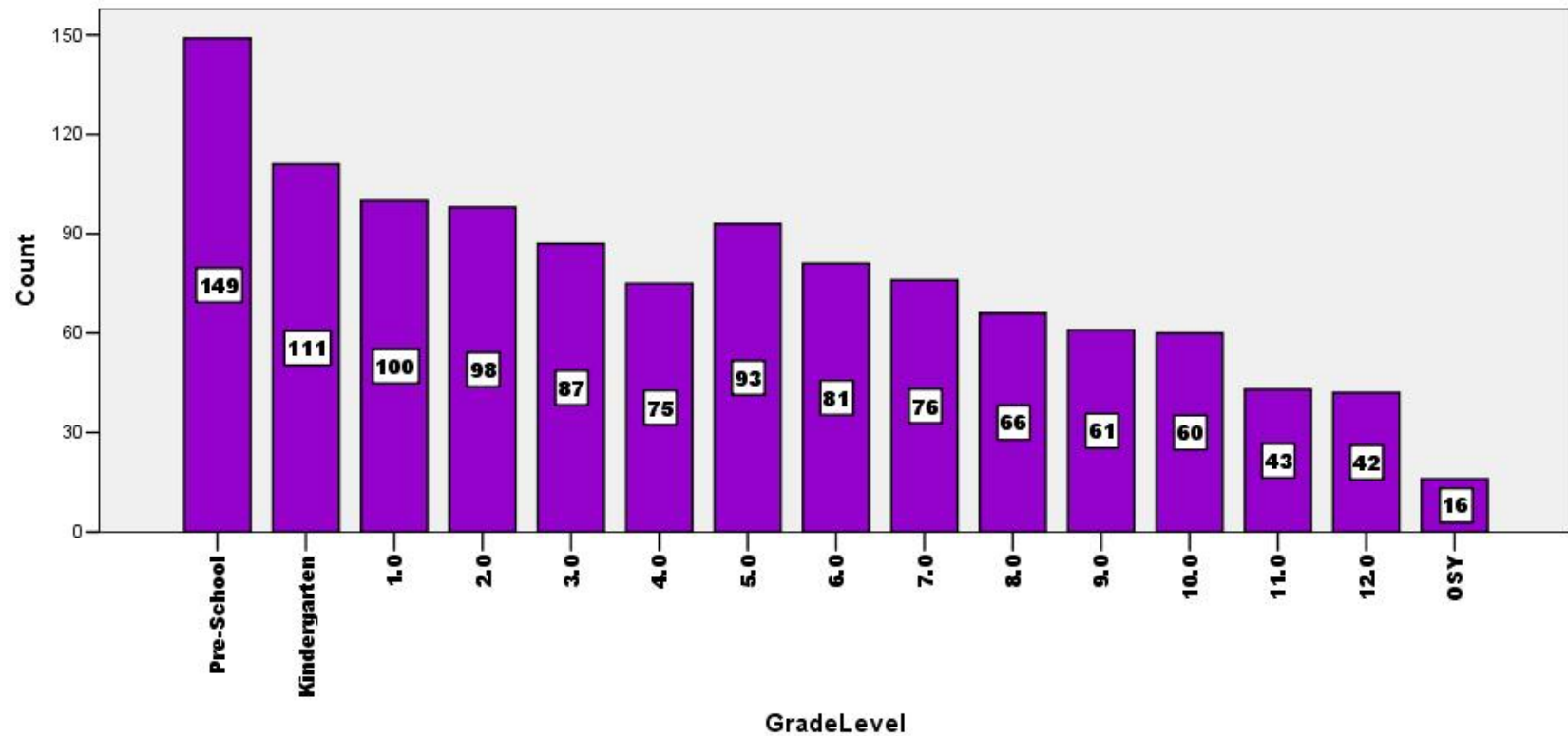
What specific things do you want the Utah Migrant Education Program to provide to help your child(ren)?

Appendix B

Statistics

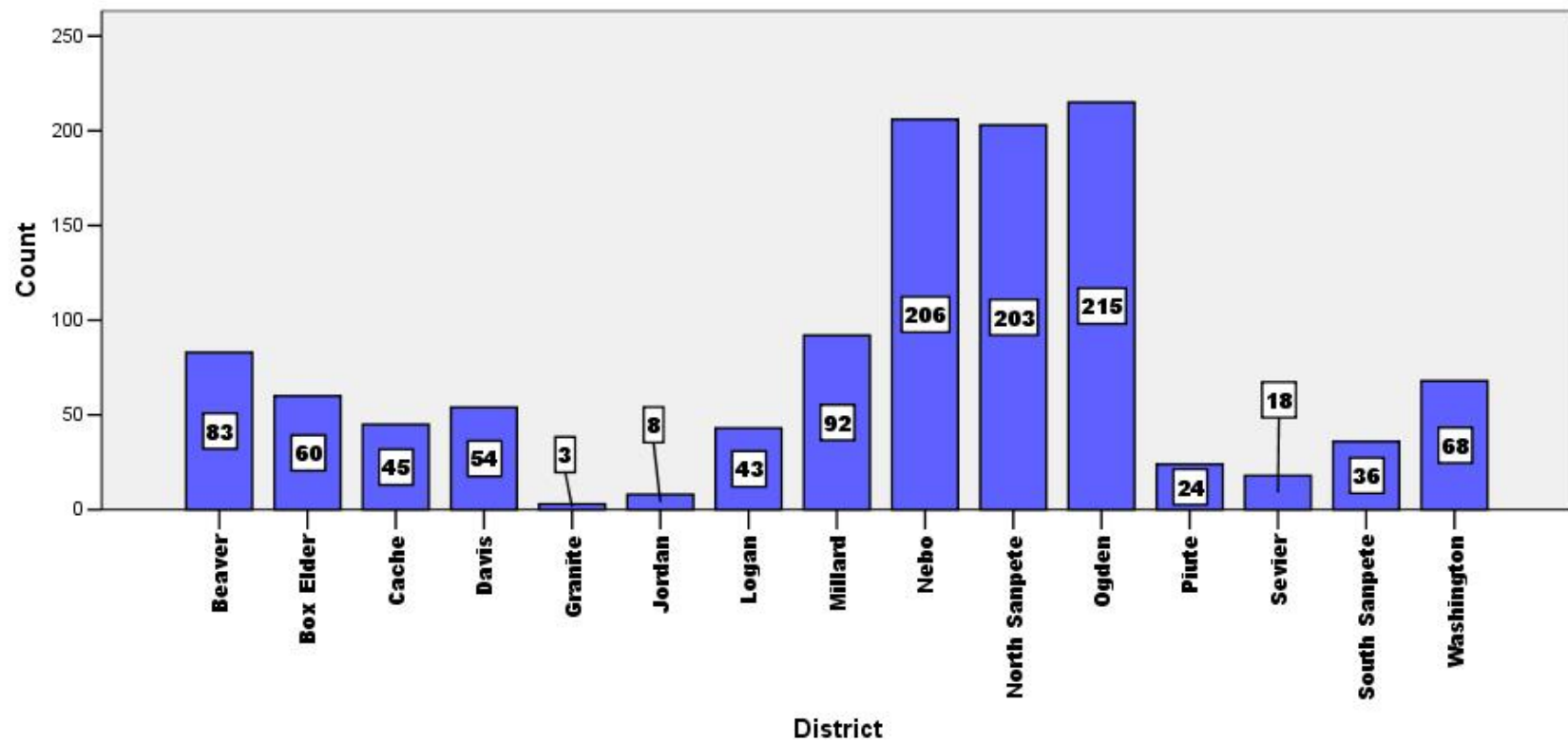
Utah Migrant Education: CNA 2012-2013

Total Students Assessed By Grade Level



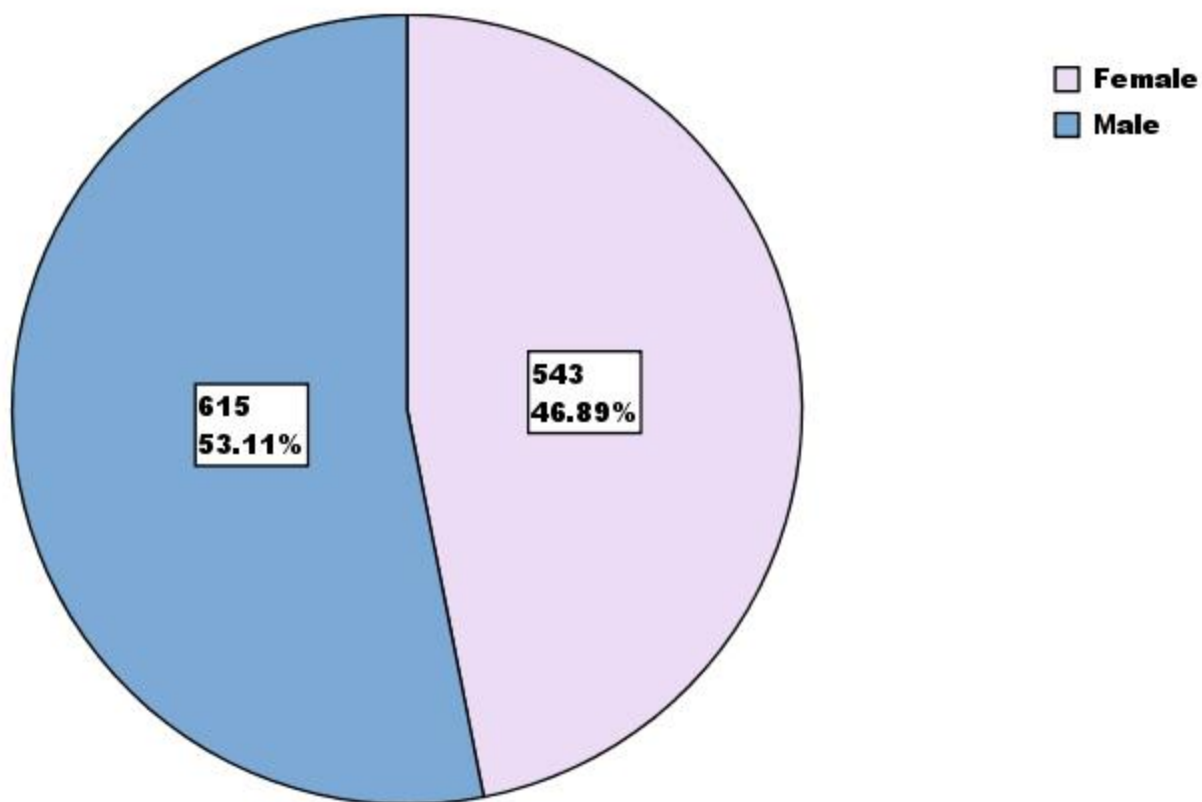
Utah Migrant Education: CNA 2012-2013

Total Students Assessed By District



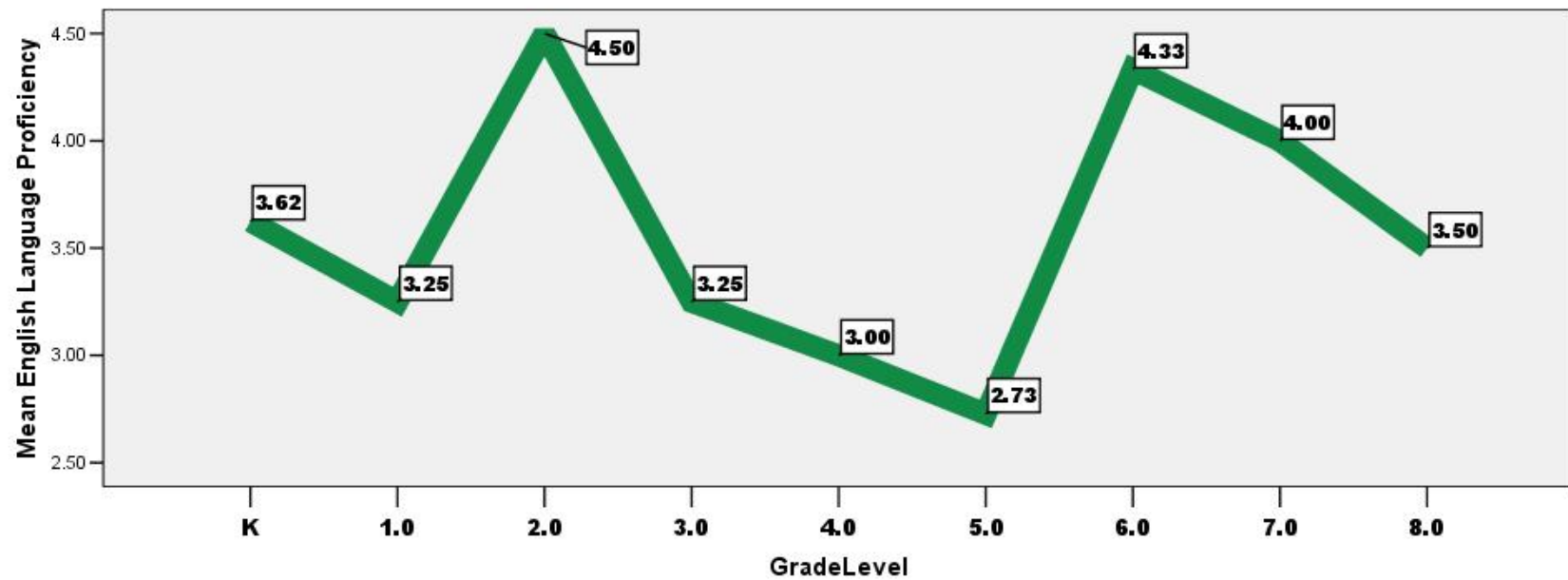
Utah Migrant Education: CNA 2012-2013

Students Assessed By Gender (N = 1158)



Utah Migrant Education: CNA 2012-2013

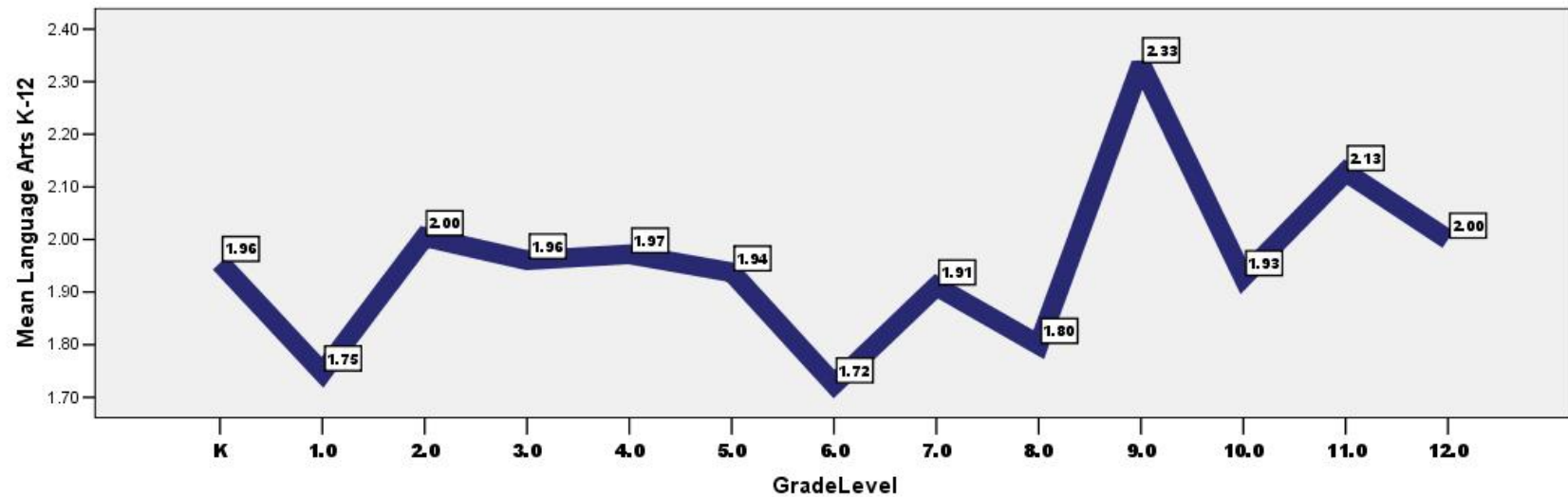
English Language Proficiency By Grade*



* 58 scores recorded of 1158

Utah Migrant Education: CNA 2012-2013

At-Risk Students in Language Arts By Grade* (N = 392)

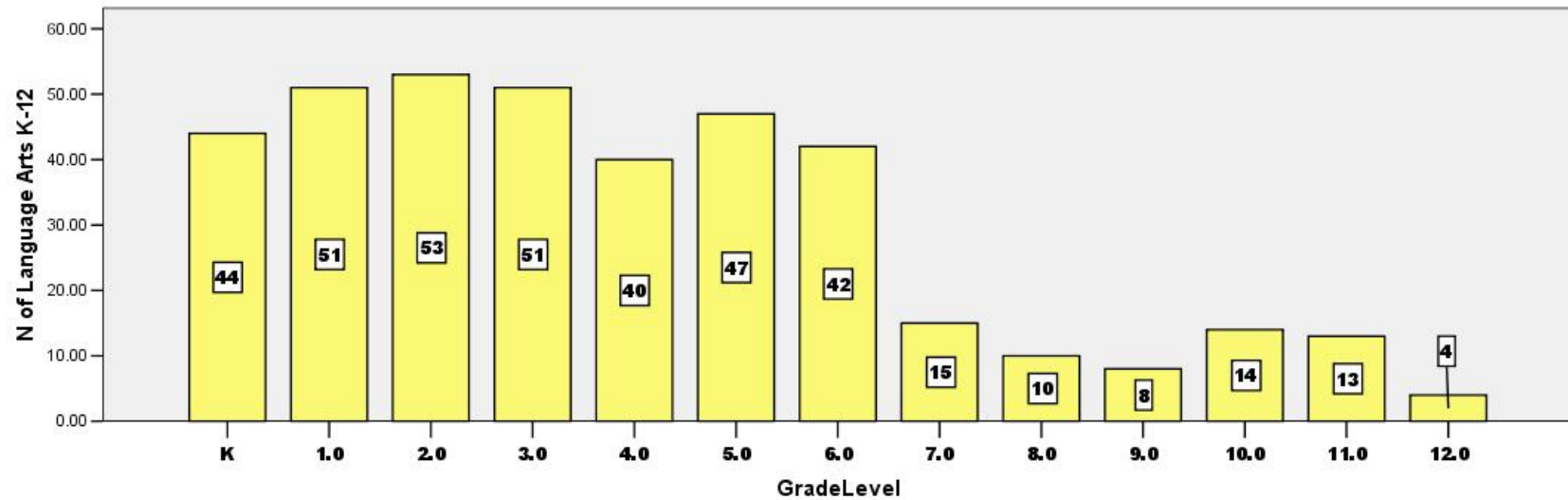


* of 1158 students 559 had scores recorded

4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Education: CNA 2012-2013

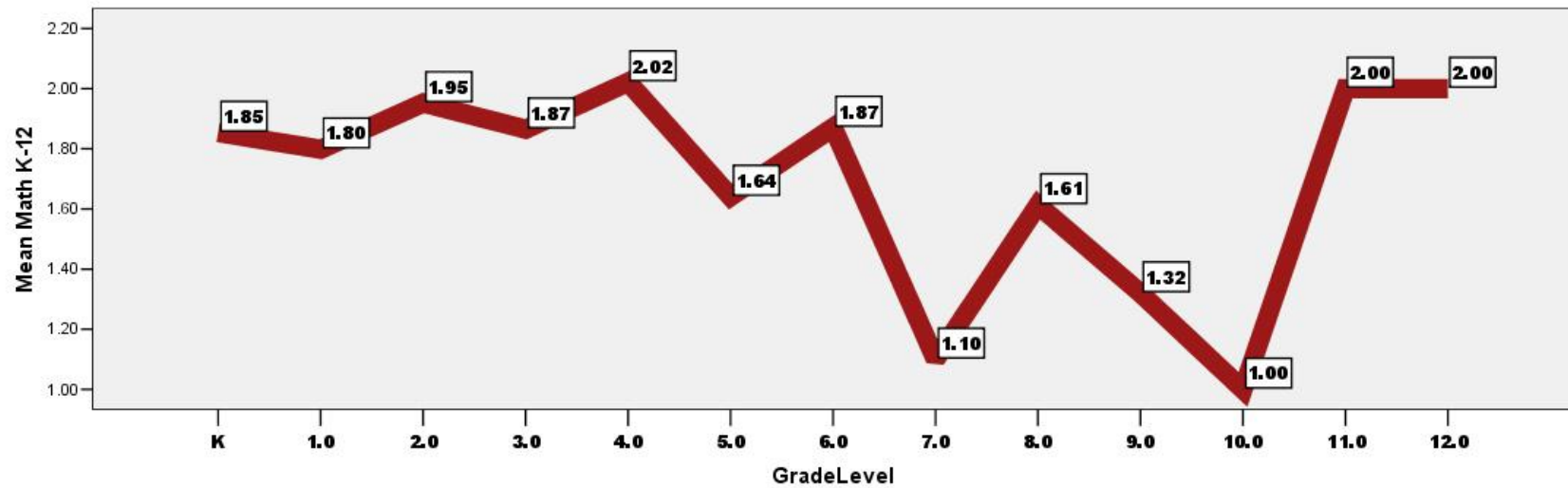
Numbers of At-Risk Students in Language Arts By Grade* (N = 392)



* of 1158 students 559 had scores recorded

Utah Migrant Education: CNA 2012-2013

Rating of At-Risk Students in Mathematics By Grade* (N = 310)

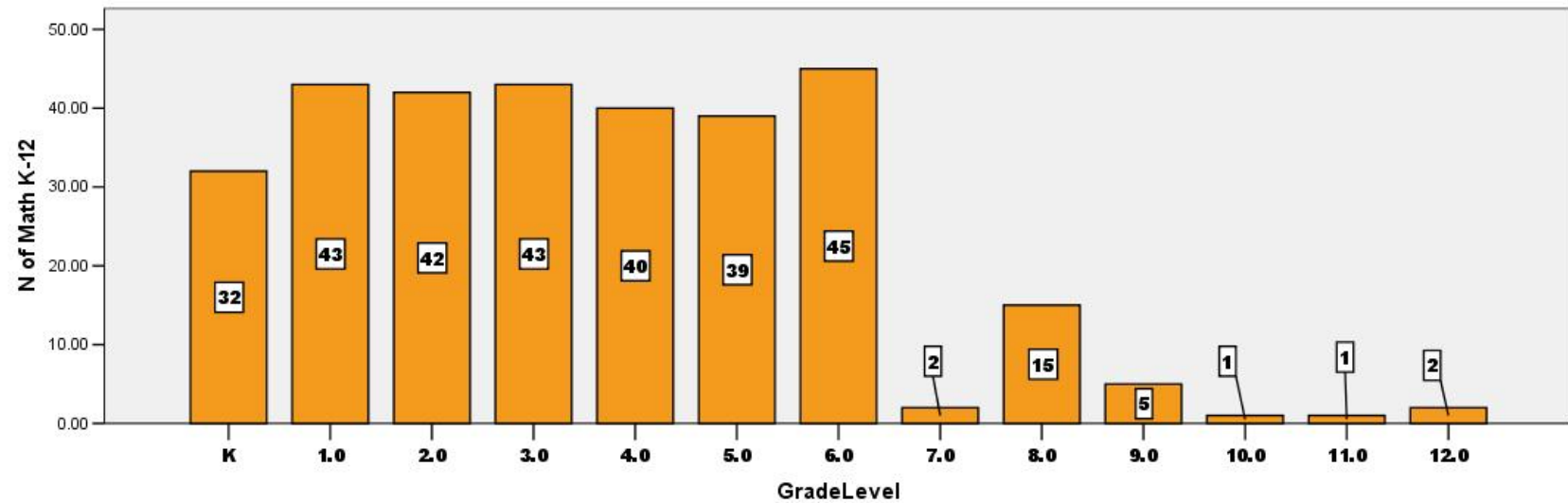


* of 1158 students 457 had scores recorded

4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Education: CNA 2012-2013

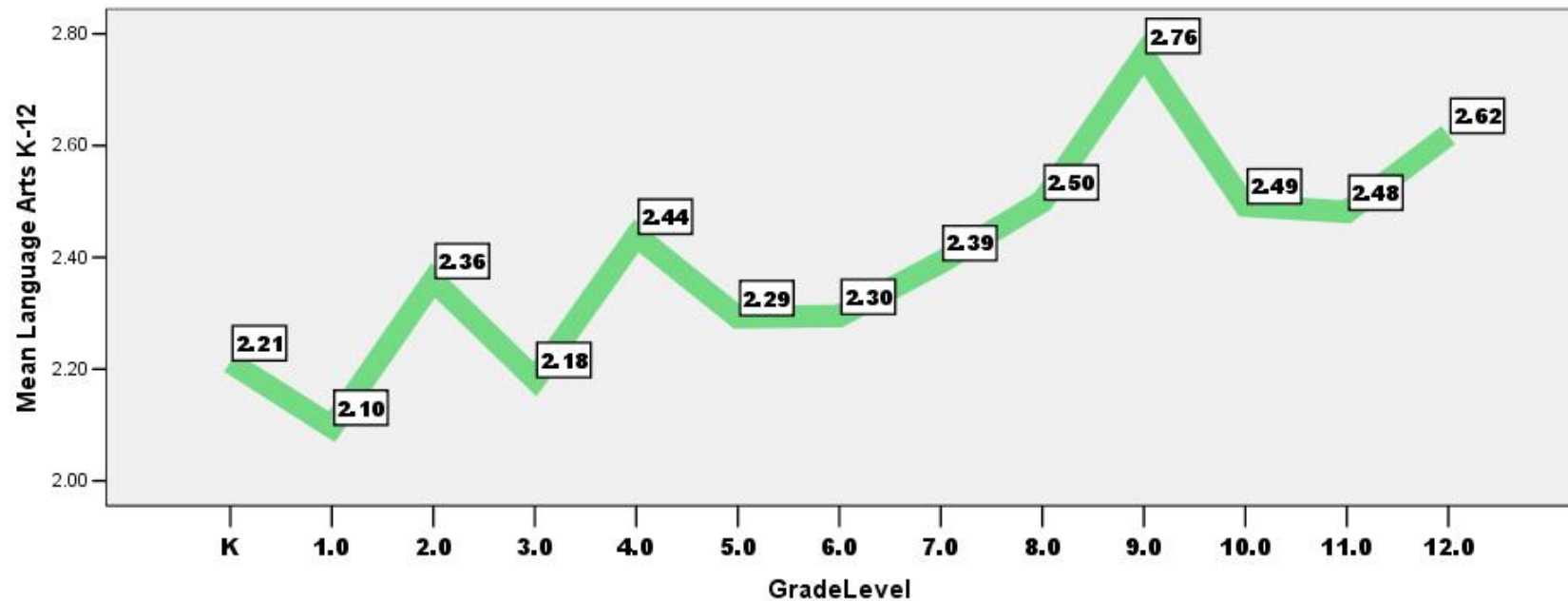
Numbers of At-Risk Students in Math By Grade* (N = 310)



* of 1158 students 457 had scores recorded

Utah Migrant Education: CNA 2012-2013

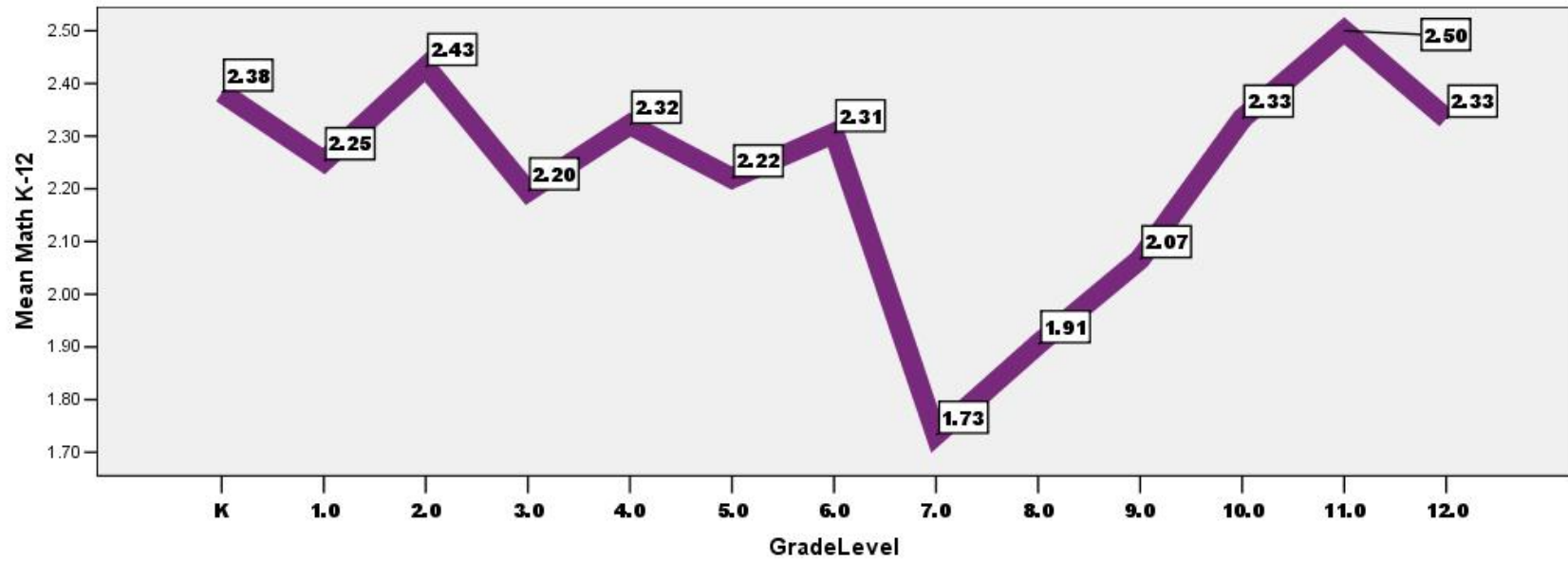
Ratings of All Students in Language Arts By Grade* (N = 559)



* of 1158 students 559 had scores recorded

Utah Migrant Education: CNA 2012-2013

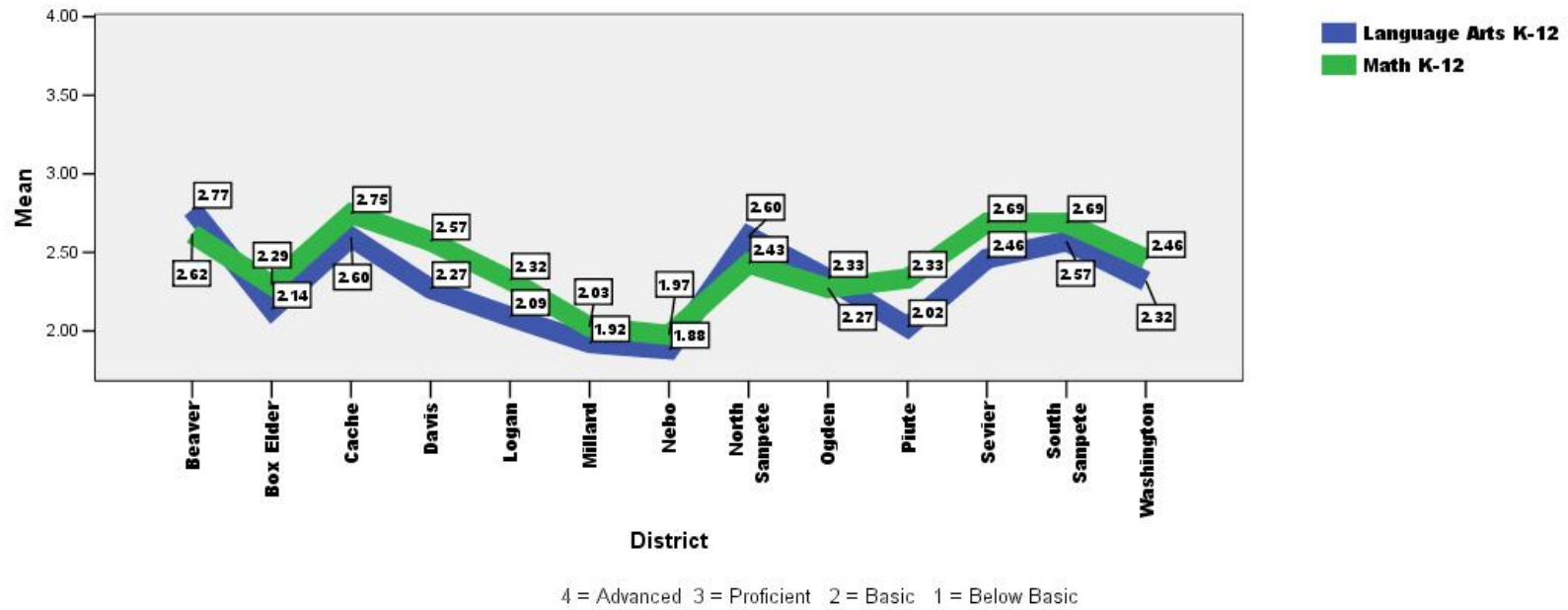
Ratings of All Students in Math By Grade* (N = 457)



* of 1158 students 457 had scores recorded

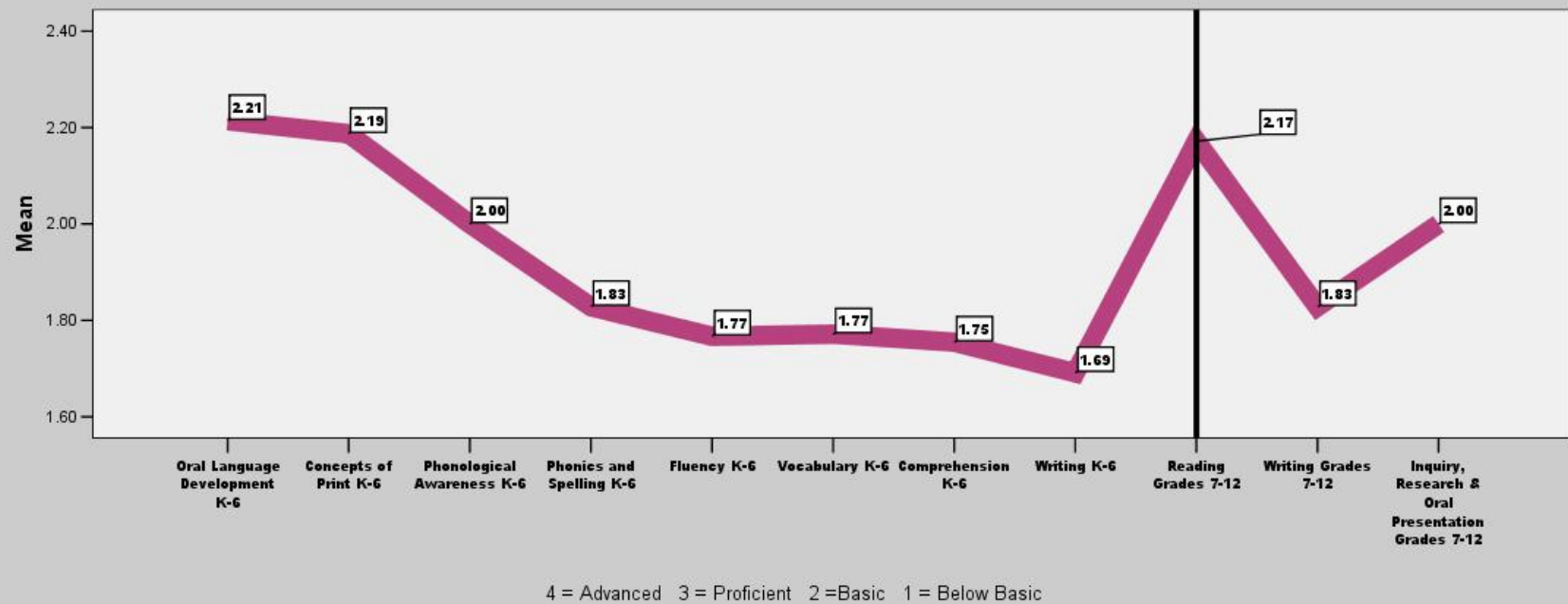
Utah Migrant Education: CNA 2012-2013

Ratings of ALL Students By District



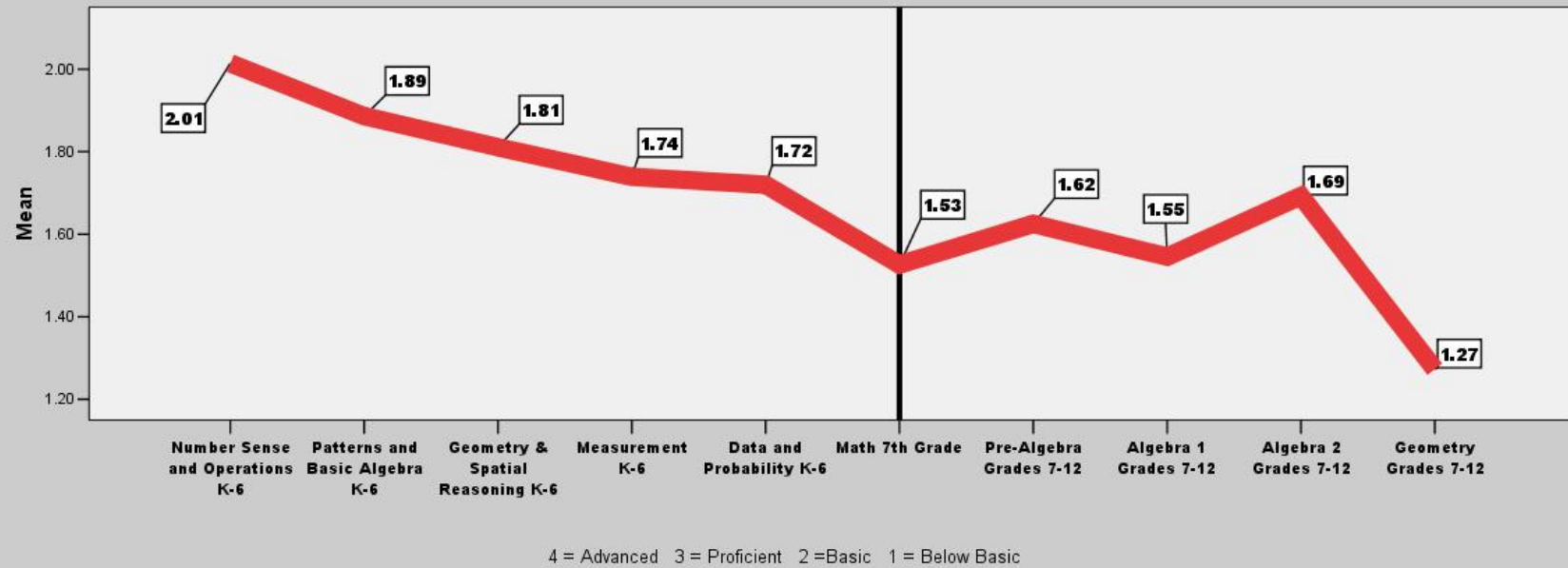
Utah Migrant Education: CNA 2012-2013

Teacher Ratings of Proficiency in Language Arts By Standard: At-Risk Students



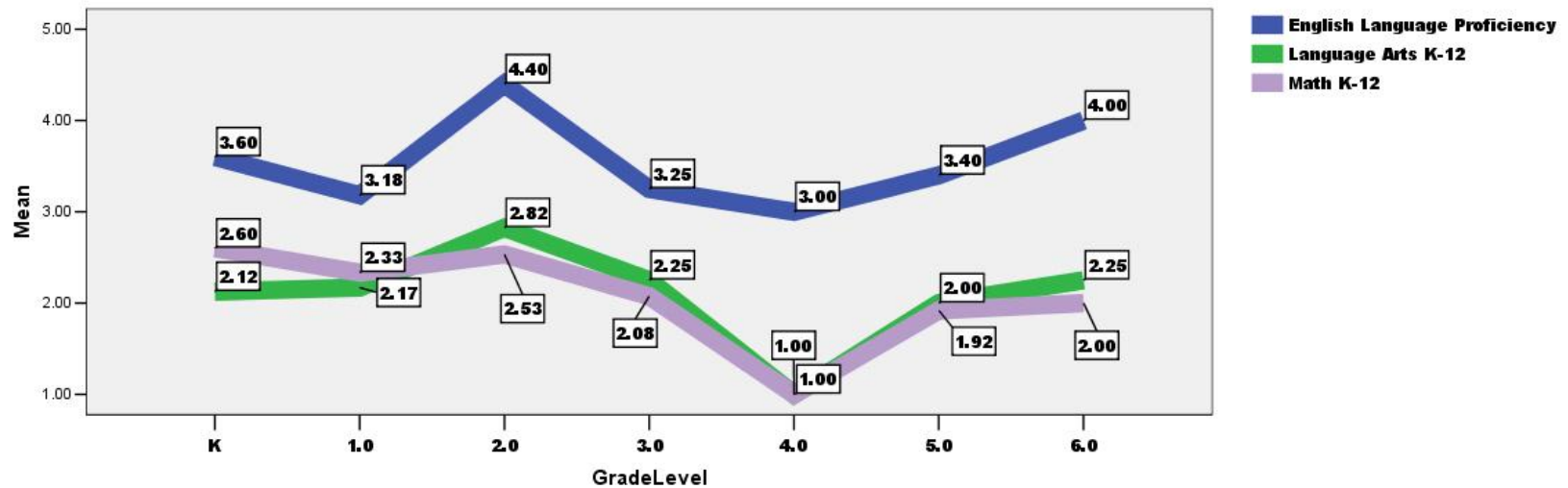
Utah Migrant Education: CNA 2012-2013

Teacher Ratings of Proficiency in Mathematics By Standard: At-Risk Students



Utah Migrant Education: CNA 2012-2013

Comparison of English Language, Language Arts and Math Proficiency By Grade Level: All Students

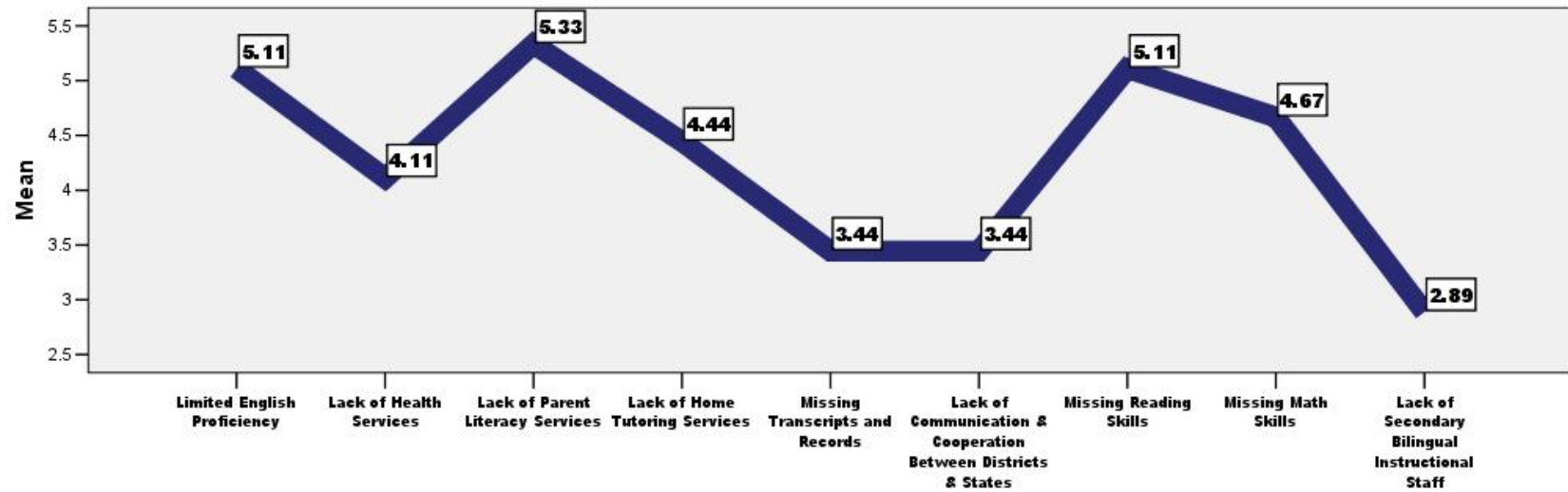


UAPLA Scores: 1 = Non English Speaking - 5 = English Fluent

CRT Rubric Scores: 4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Education: CNA 2012-2013

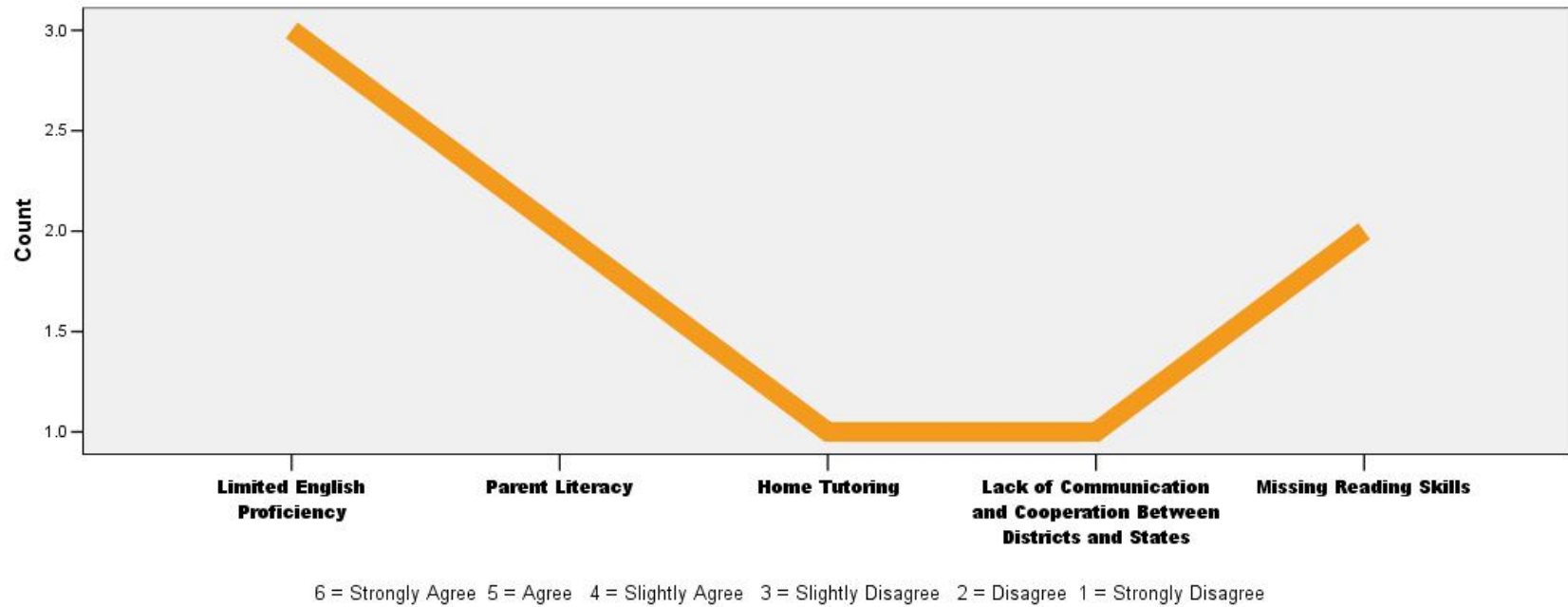
Administrator Survey of Needs (N = 9)



6 = Strongly Agree 5 = Agree 4 = Slightly Agree 3 = Slightly Disagree 2 = Disagree 1 = Strongly Disagree

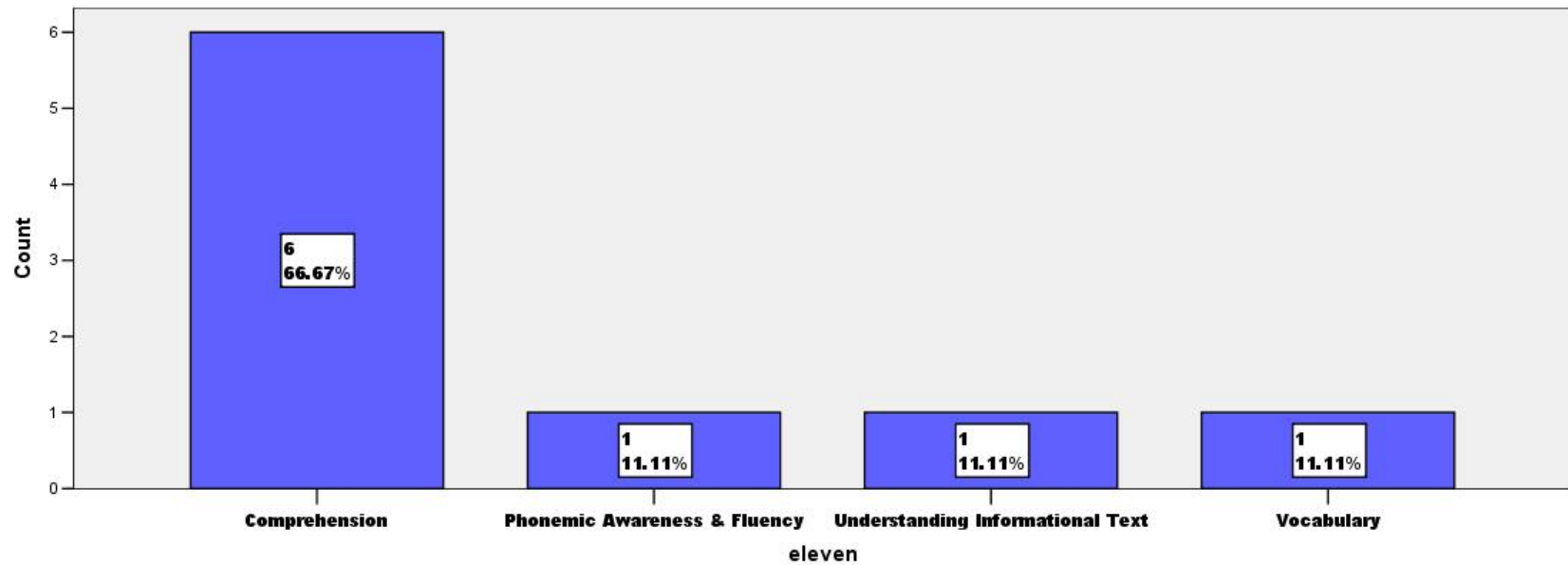
Utah Migrant Education: 2012-2013

Administrator Survey of Needs: Top Ranked Needs



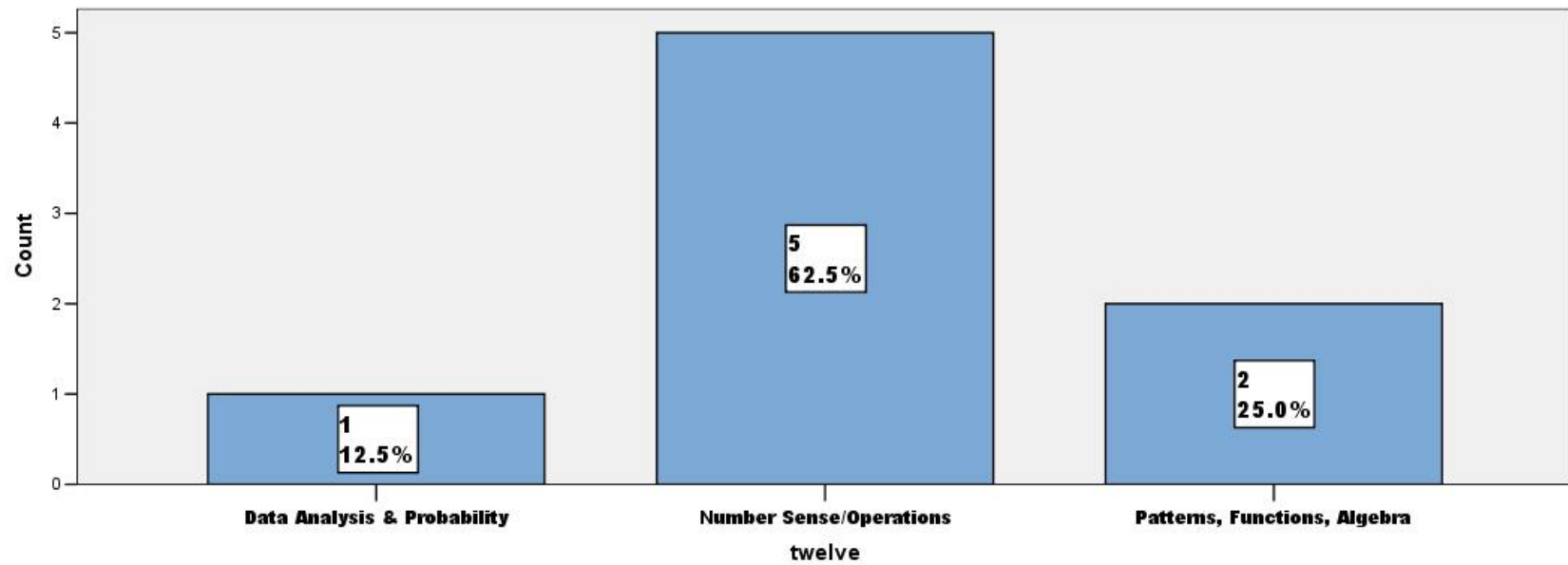
Utah Migrant Education: 2012-2013

Administrator Survey of Needs: Top Ranked Reading Needs



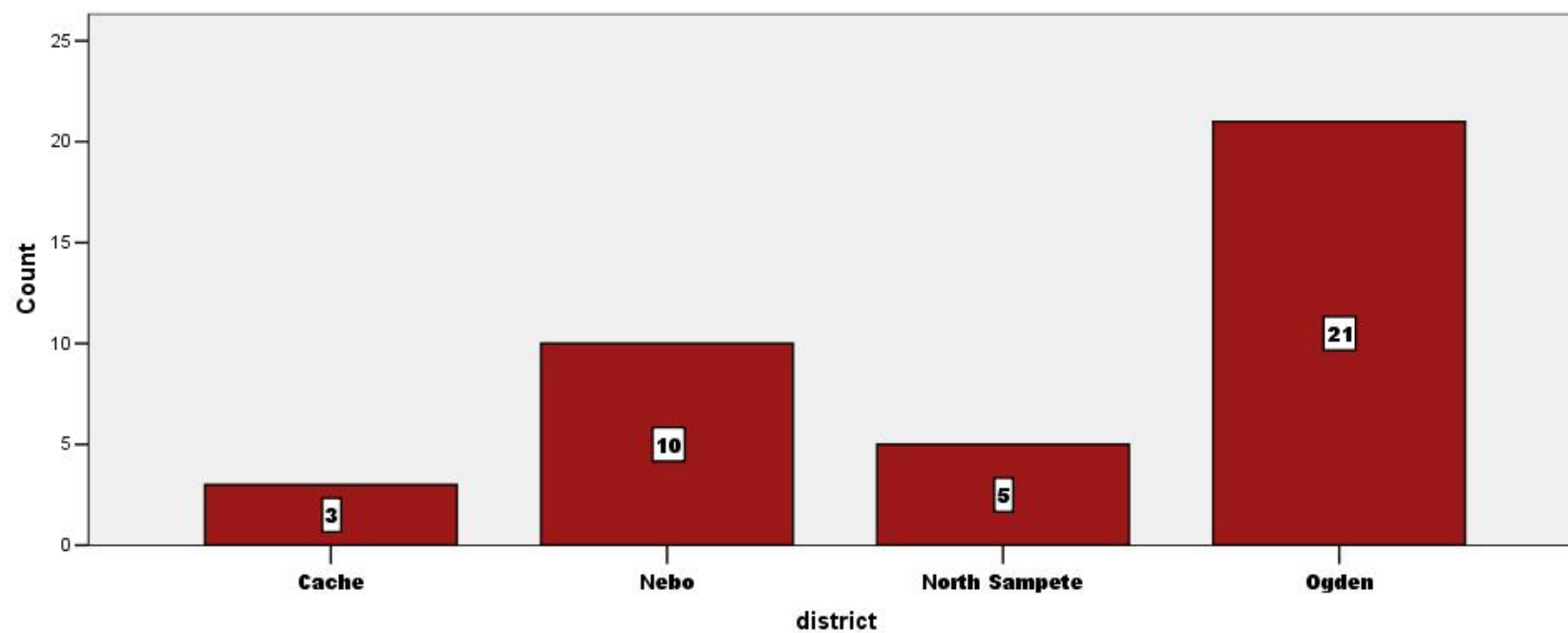
Utah Migrant Education: 2012-2013

Administrator Survey of Needs: Top Ranked Math Needs



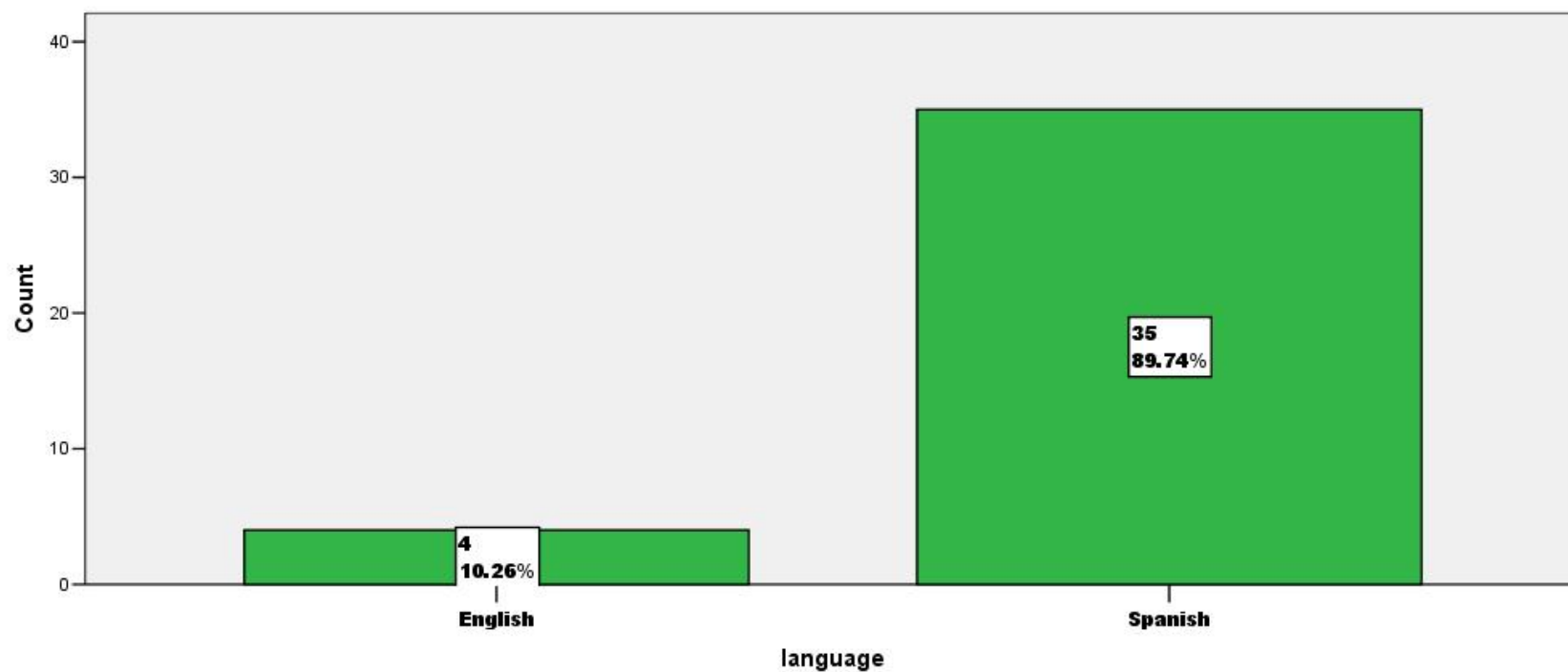
Utah Migrant Education: CNA 2012-2013

Parent Surveys By District (N = 39)



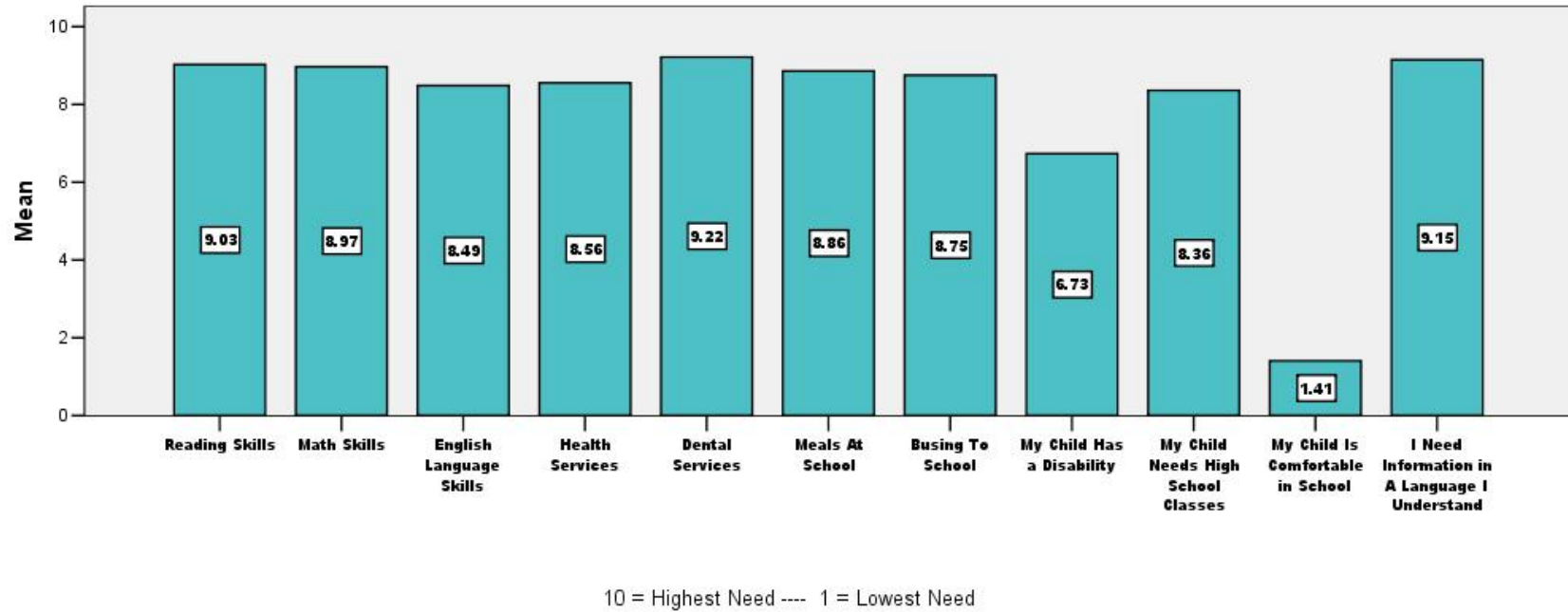
Utah Migrant Education: CNA 2012-2013

Parent Survey By Language



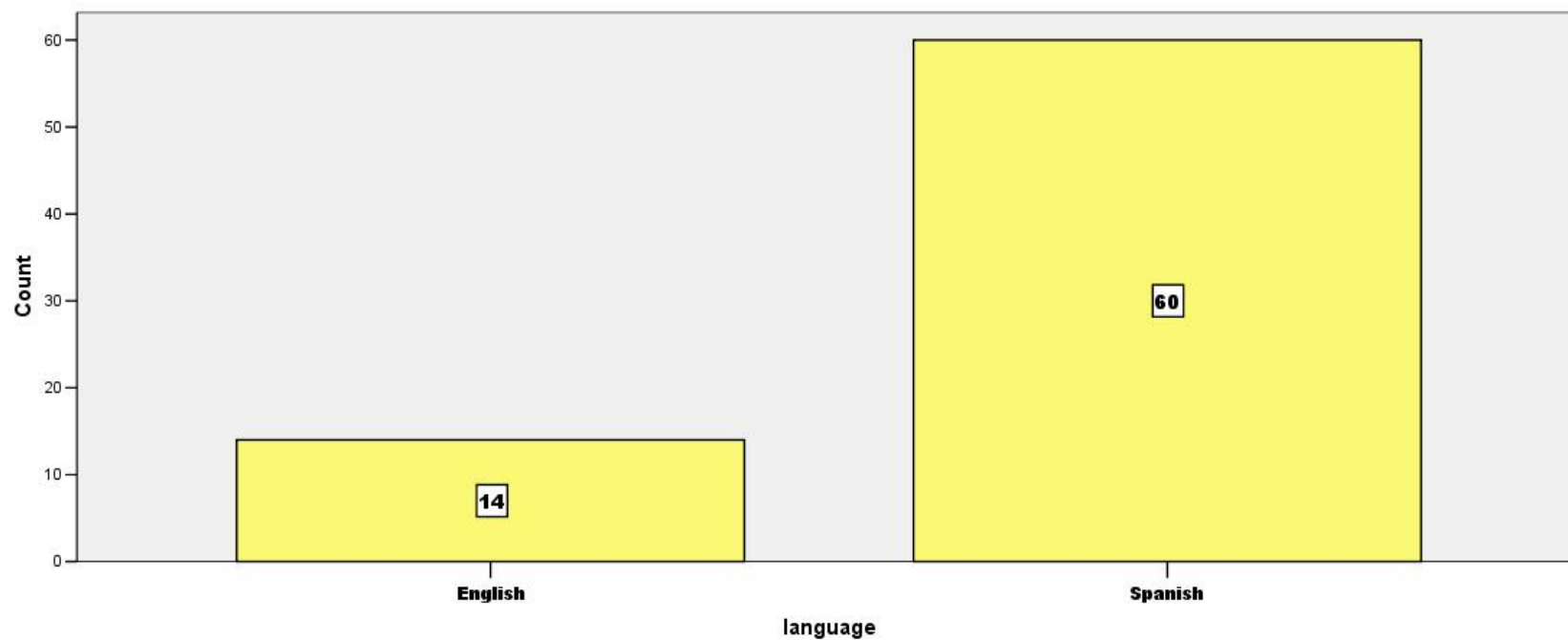
Utah Migrant Education: CNA 2012-2013

Parent Survey: Ratings of Needs



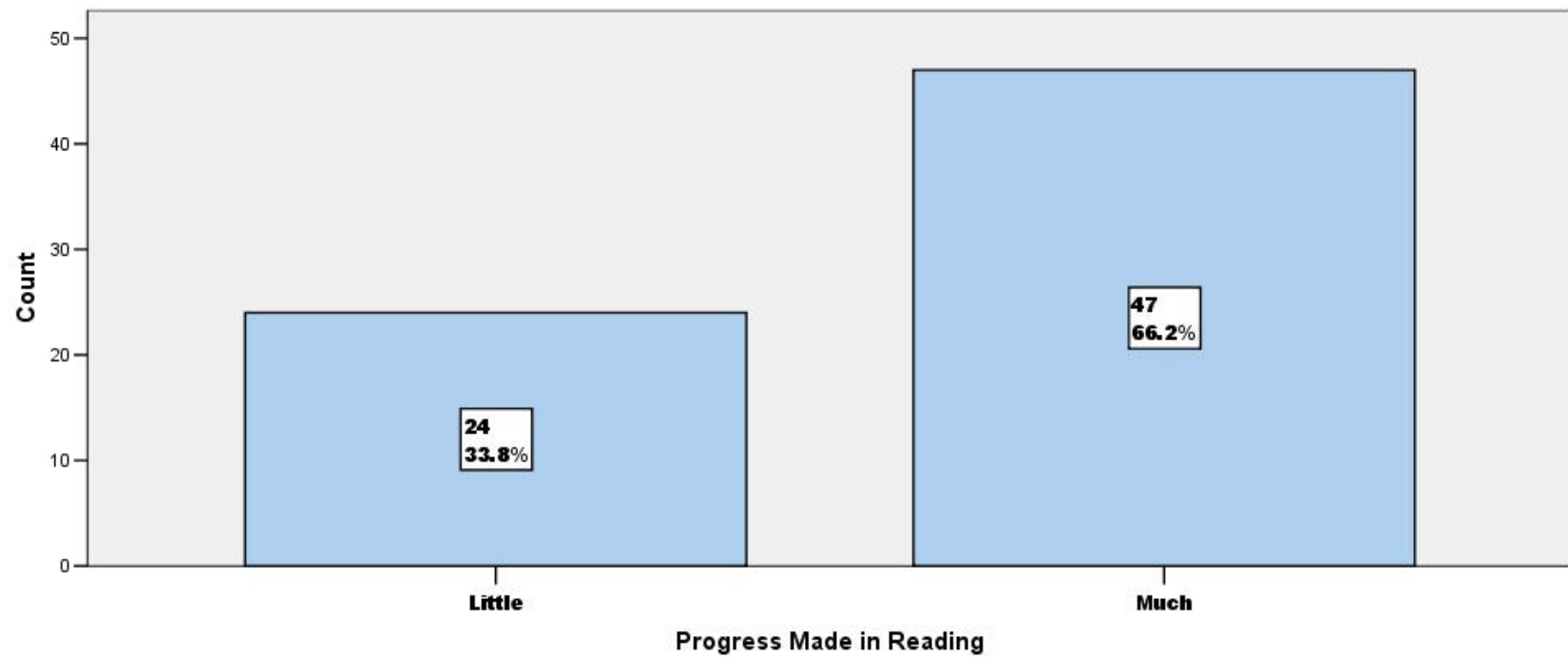
Utah Migrant Education Program: CNA 2012-2013

Nebo Summer School Parent Survey: Language (N = 74)



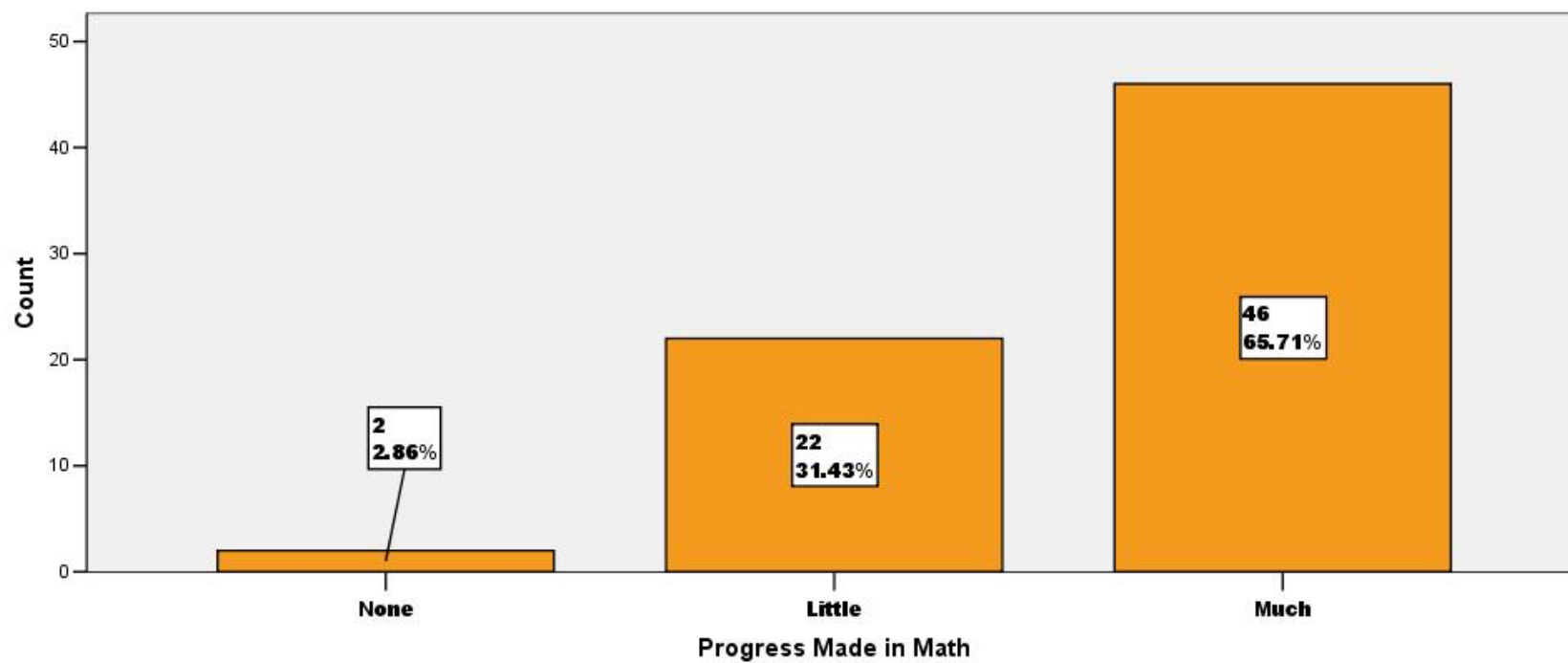
Utah Migrant Education Program: CNA 2012-2013

Nebo Summer School Parent Survey: Progress in Reading



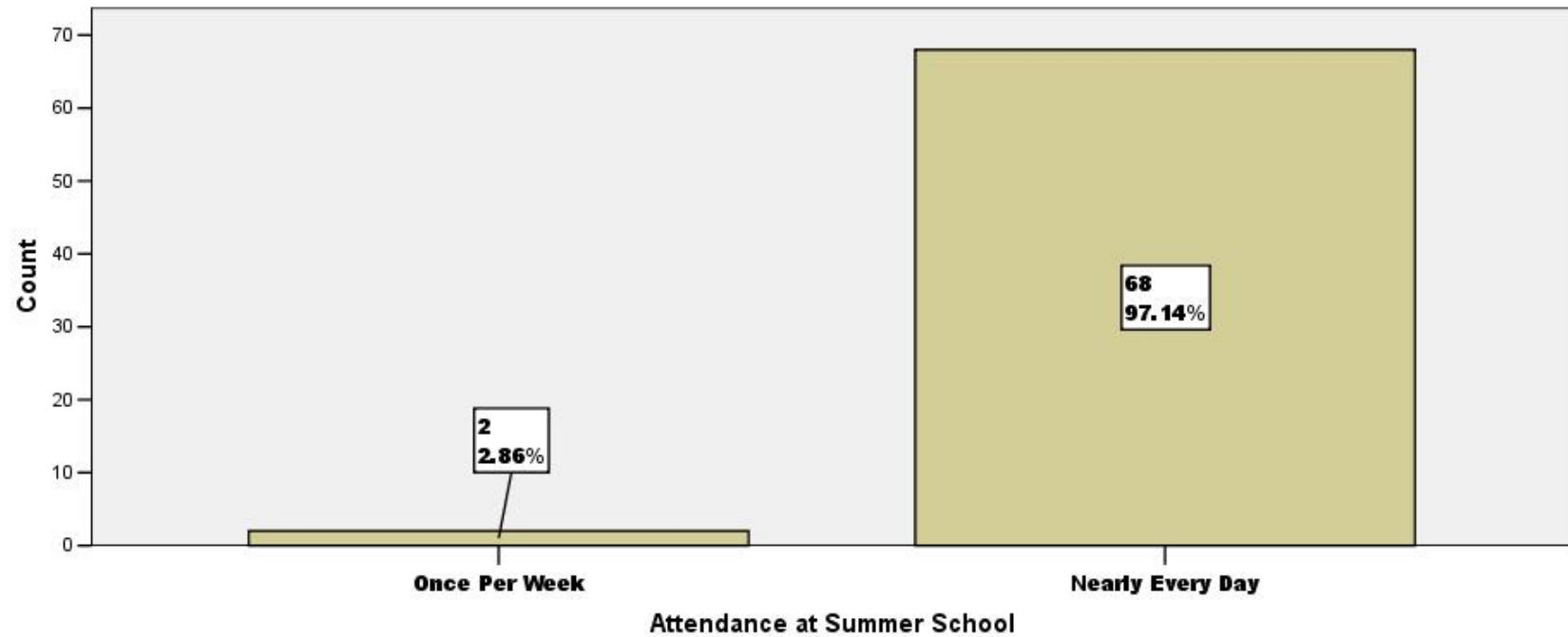
Utah Migrant Education Program: CNA 2012-2013

Nebo Summer School Parent Survey: Progress in Math



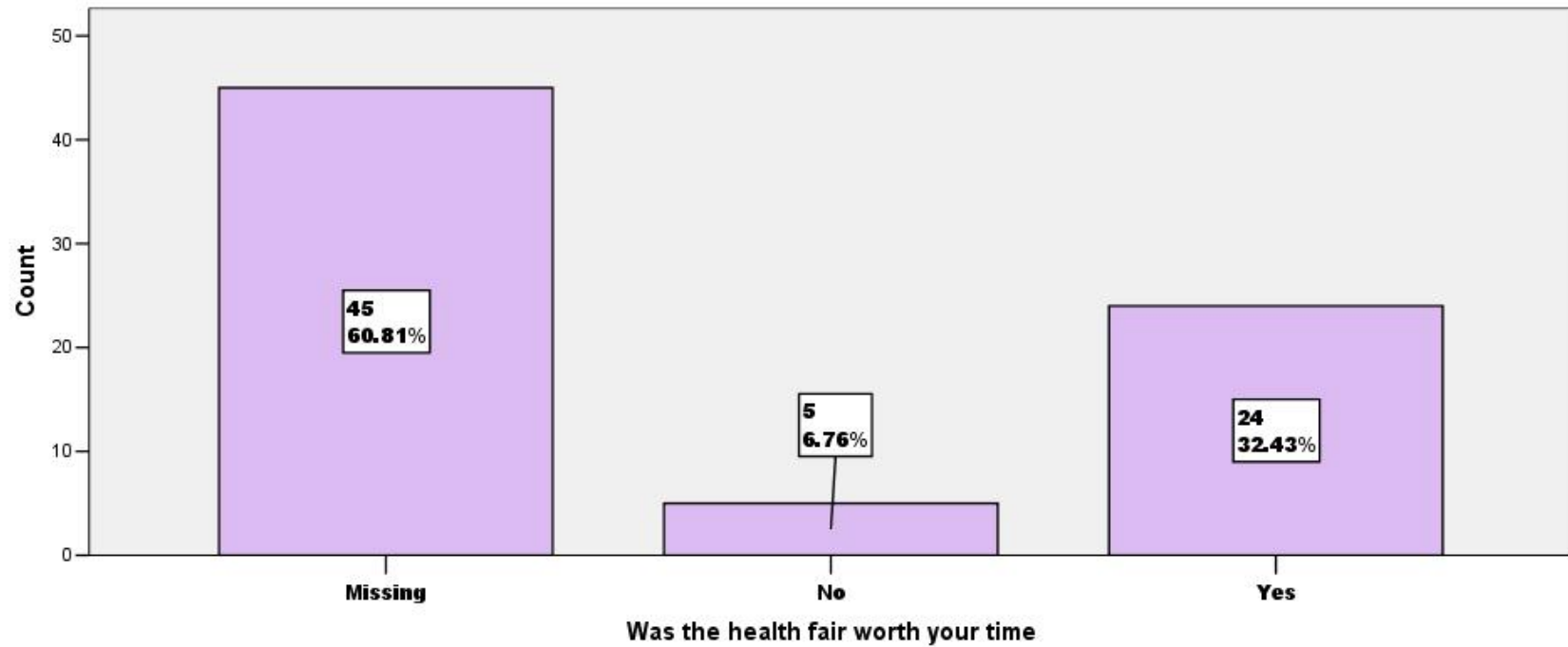
Utah Migrant Education Program: CNA 2012-2013

Nebo Summer School Parent Survey: Attendance in Summer School



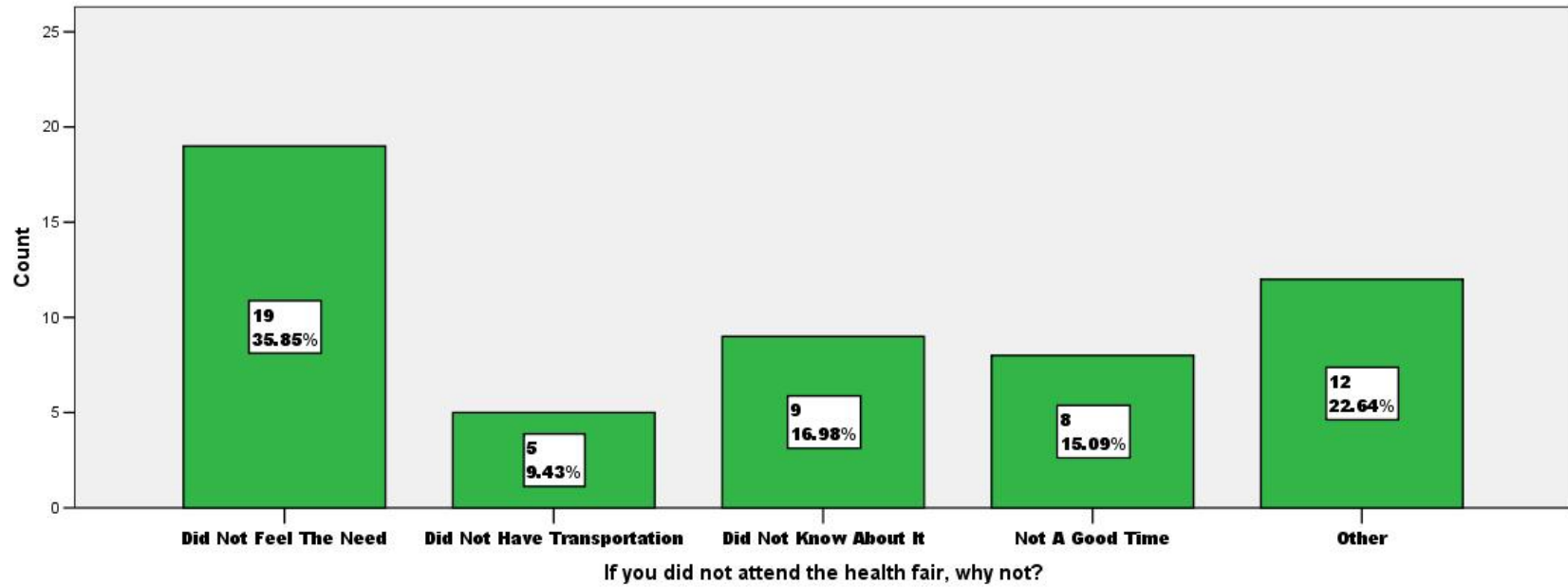
Utah Migrant Education Program: CNA 2012-2013

Nebo Summer School Parent Survey: Value of the Health Fair



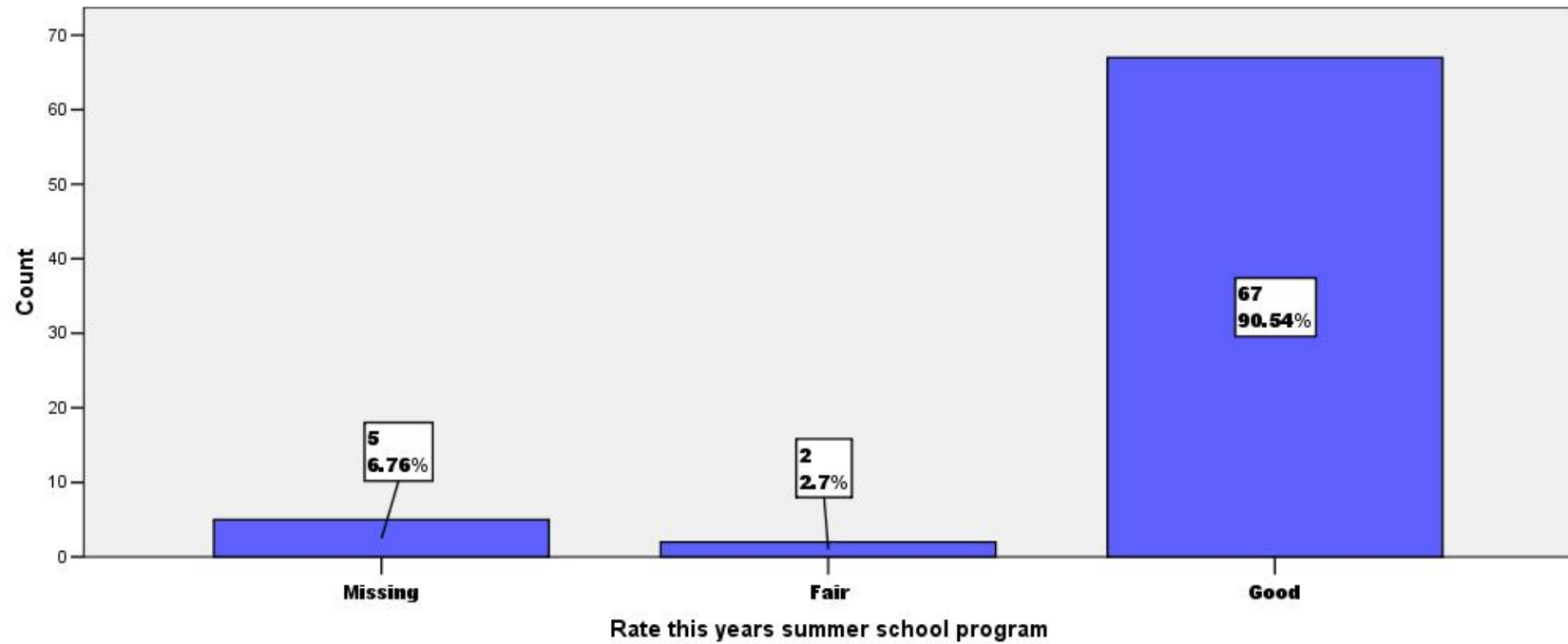
Utah Migrant Education Program: CNA 2012-2013

Nebo Summer School Parent Survey: Reason For Not Attending the Health Fair



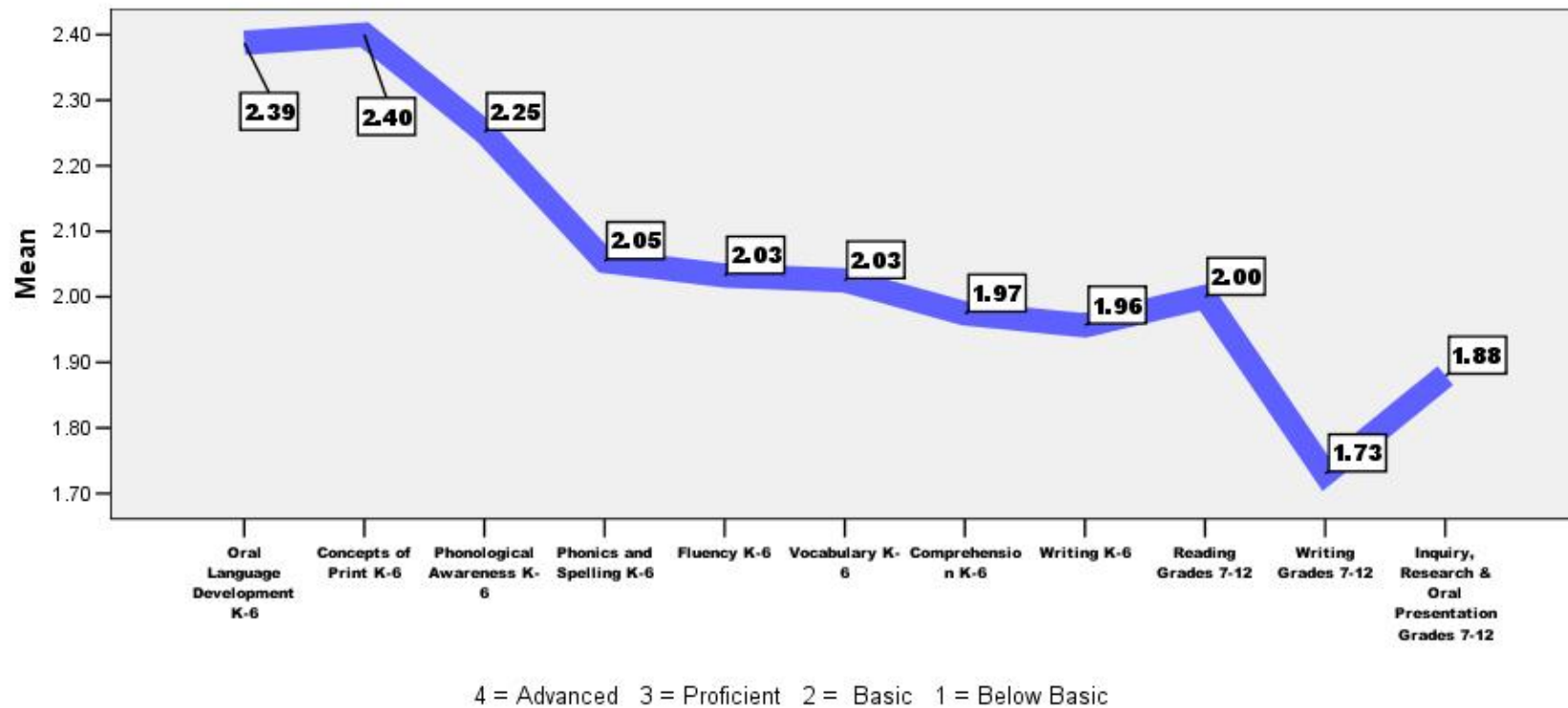
Utah Migrant Education Program: CNA 2012-2013

Nebo Summer School Parent Survey: Overall Rating of Summer Program



Utah Migrant Education Program: CNA 2012-2013

Limited English Proficient Students: Proficiency in Content Standards (N = 629)



Utah Migrant Education Program: CNA 2012-2013

Limited English Proficient Students: Proficiency in Math Standards (N = 629)

